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Учебное пособие

ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

ВТОРОЕ ИЗДАНИЕ

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Карельский государственный педагогический университет

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ПРЕДИСЛОВИЕ

В 1995 году, когда появилась идея издать «Грамматику английского языка», трудно было предсказать исход этого предприятия. Несмотря на уверенность в том, что подобного учебного пособия не существует, все же было невозможно предвидеть, как реально оно будет выглядеть. Прошедшие годы дают основание утверждать, что не только сама идея, но и ее воплощение в практику оказались удачными. Первое издание «Грамматики» давно разошлось, а на кафедру английского языка КГПУ продолжают поступать заявки на этот учебник, которым, как оказалось, пользуются студенты не только иняза (для которых в первую очередь он и создавался), но и других факультетов и вузов, а также учителя и учащиеся школ города и республики. Все это, а также данное в свое время обещание издать вторую часть пособия — сборник упражнений — явилось причиной появления нового издания «Грамматики». Во вторую часть включены упражнения по основным грамматическим темам, составленные преподавателями и студентами английского отделения факультета иностранных языков КГПУ. В пособии переработана и первая часть. В основном речь идет о некотором сокращении или даже исключении ряда тем, оказавшихся не столь важными на первом этапе изучения английской грамматики. Кроме того, во втором издании исправлен ряд досадных ошибок и опечаток, обнаруженных в тексте «Грамматики» уже после ее опубликования.

Таким образом, второе издание представляет собой не только дополненное, но и во многом исправленное и уточненное издание «Грамматики». Изменилась и структура пособия: теперь оно состоит из «учебника» (первая, или старая часть) и «задачника»

(новая часть). Читатели, конечно, заметят, что задачник не повторяет учебник: упражнения составлены только по наиболее сложным темам. В отличие от имеющихся сборников упражнений иллюстративным материалом для пособия послужила современная английская и американская художественная литература конца двадцатого века. Это позволяет надеяться, что языковой материал адекватно отражает современную литературную норму, а предложенные в пособии упражнения дают возможность не только изучить, но и активно использовать те грамматические явления, которые наблюдаются в речи образованных носителей английского языка на рубеже веков.

ПРЕДИСЛОВИЕ К ПЕРВОМУ ИЗДАНИЮ, или ЗАЧЕМ НУЖНА ГРАММАТИКА

На самом деле, ответ на поставленный в заглавии вопрос найти в предисловии не удастся. Более того, было бы слишком самонадеянным утверждать, что ответ на этот вечный вопрос можно получить, прочитав всю книжку. Вместо с тем хотелось бы надеяться, что один из возможных вариантов ответа, пусть даже неполный, читатель все же получит.

А вот более скромный — и более уместный — вопрос все же необходимо рассмотреть: зачем, при нынешнем изобилии учебников и грамматик, нужно еще одно пособие по практической грамматике английского языка?

И в самом деле: зайдите в любой книжный магазин Петрозаводска (не говоря уже о центральных книжных Москвы и Санкт-Петербурга) — и вы увидите такое разнообразие книг, претендующих на содержание полных ответов на все вопросы английского языка, что просто глаза разбегаются.

Так зачем же нужен еще один учебник?

Давайте рассмотрим общую картину с учебниками по английской грамматике. Они распадаются на два типа: зарубежные и отечественные. Зарубежные пособия (для простоты анализа пока забудем об их цене), при всем их разнообразии и безусловных

достоинствах, имеют один недостаток, который представляется существенным: это, в основном, не учебники, а справочники по английской грамматике. Разница, думаю, очевидна: в них можно получить справку по тому или иному грамматическому явлению, но не систематическое изложение основ практической грамматики языка.

Отечественные пособия, в свою очередь, тоже распадаются на два класса, хотя принцип деления другой: издания, не выдерживающие никакой критики, и издания, такую критику выдерживающие. К первым относятся десятки изданных (в основном, никому не известными коммерческими издательствами) пособий с громкими названиями. Отличить их очень просто — загляните в предисловие. Если там сказано, что без всякого труда с вашей стороны данное, и только данное издание гарантирует изучение английского языка за... месяцев или дней (цифра зависит в основном от того, насколько богата фантазия у авторов), то можно смело закрывать и ставить назад на полку.

Серьезные издания, к счастью, тоже есть. Из них нас интересуют только вузовские пособия: очевидно, что все остальное для студентов не подходит. И вот здесь нас ждет сюрприз: учебников по грамматике английского языка для вуза (речь идет, конечно, о специальном вузе) в магазинах просто не существует.

Это не значит, что их нет вообще. В любой библиотеке можно найти массу старых, но вполне добротных практических грамматик. Но и у них есть недостаток, который мне кажется принципиальным: все они написаны на английском языке, следуя точке зрения (на мой взгляд, ошибочной), что тем самым убиваются два — или даже три — зайца: первый заяц — студенты изучают грамматику, второй — они попутно совершенствуют свой английский язык, третий — знакомятся с терминологией, необходимой им для будущей деятельности в качестве преподавателей все той же английской грамматики.

На практике это приводит к тому, что все три вышеупомянутые зайца оказываются неубитыми. Я вовсе не претендую на обладание глубокими знаниями по методике преподавания языка, но по крайней мере я твердо усвоил один дидактический принцип, с которым совершенно согласен: *one thing at a time*, что в

контексте данного предисловия я бы перевел как *один заяц за один раз*. То есть я твердо уверен в том, что учебник практической грамматики для студентов младших курсов должен быть написан по-русски. В конце концов, ничто не мешает приложить к нему список основных грамматических терминов. А что касается утверждения о том, что чтение учебника, написанного на английском, развивает знание студентами этого самого английского, то в этом я сильно сомневаюсь. Чтение учебников, написанных таким английским, не имеет с указанной задачей ничего общего.

Итак, на первом этапе изучения практической грамматики языка студентам нужно простое, написанное по-русски, и при этом — доступным языком, пособие, которое позволило бы им, усвоив базовые грамматические правила, на этой основе развивать свое знание языка до таких высот, до каких у них хватит сил и амбиций, используя при этом и зарубежные справочники, и отечественные наукообразные описания на английском языке, и все остальное, что им попадется под руку.

Такого пособия по английской грамматике не существует.

Когда эта мысль оформилась в моем сознании достаточно четко, мне стало ясно и другое — я понял, кто может написать такое пособие. Или, вернее, кто не может написать такое пособие.

А не может его написать человек, для которого этап первоначального накопления грамматического капитала — дело давно минувшей молодости. И вот тогда появилась идея о том, что написать такое пособие для студентов могут только сами студенты. Собственно, мысль стара как мир: спасение утопающих — дело рук самих утопающих. Но мне потребовалось достаточно много лет, чтобы к ней прийти.

Но мало того, чтобы к тебе пришла хорошая мысль. Надо найти способ претворить ее в суровую реальность. И тут мне повезло: студенты 131 группы иняза (1995–96 учебного года) согласились участвовать в этом проекте.

Их задача была и простой, и сложной одновременно: используя любые доступные им учебники и пособия, изложить одну грамматическую тему так, чтобы она была понятна, написана нормальным языком и иллюстрировалась хорошими примерами. То есть задача ставилась чисто методическая (понятно, что никаких

грамматических открытий не ожидалось, и главное — не требовалось). При этом свобода творчества никак мной не ограничивалась — ни по объему, ни по порядку изложения, ни по отбору материала. Единственное ограничение носило самый общий характер: писать понятно и не пропустить ничего существенного.

Я должен сразу сказать, что результат получился разный: у кого-то получилось очень хорошо, у кого-то — просто хорошо, у кого-то так себе, и у кого-то не получилось. На стадии редактирования я высказывал свои замечания, как текстового, так и содержательного плана, и просил студентов переделать работы. Затем, уже на стадии подготовки текста всего пособия, все части вторично были отредактированы, и предложены студентам для окончательного просмотра. Таким образом, моя функция сводилась к общей координации работы и к осуществлению редактирования текста (как формального, так и содержательного). Кроме того, я несу ответственность за отбор, формулировку тем и их расположение. Студенты-авторы соответствующих разделов несут ответственность как за содержание своих разделов, так и за точность приводимых цитат.

Самой сложной моей задачей оказалось определить, до какого уровня детализации материала необходимо опускаться; иными словами, где та грань, где свод основных правил превращается в бессмысленный перечень частных случаев? Боюсь, что уловить эту грань удалось далеко не всегда.

Везде, где это было возможно и необходимо, в пособии описаны различия между грамматическими системами британского и американского вариантов английского языка. При этом необходимо предостеречь читателя от упрощенного представления о таких различиях: речь идет скорее о преимущественном (но не исключительном) употреблении тех или иных форм по ту или иную сторону Атлантики.

Два слова о структуре пособия. Оно состоит из отдельных глав, посвященных таким темам практической грамматики, которые мне показались важными. Не секрет, что это — более или менее стандартный набор тем. Но внимательный читатель увидит и темы, отсутствующие в стандартных учебниках. Это, с одной стороны, темы, синтезирующие материал по ряду сходных вопросов (то, что требу-

ется при использовании языка на практике, но редко освещается в учебниках), с другой стороны — это темы, построенные не по системному, а по функциональному признаку — то есть ориентированные на так называемую «грамматику говорящего», когда человеку важно не то, что значит та или иная форма, а из каких вариантов он может исходить, если ему нужно выразить то или иное значение. Этот вопрос вузовские учебники просто игнорируют, будучи построенные целиком на принципах «грамматики слушающего» — то есть на приписывании определенной форме определенного значения.

И последнее. Я хочу поблагодарить всех моих коллег, кто своими отзывами (и официальными, и неофициальными), замечаниями, советами помог сделать нашу работу лучше. При этом, разумеется, вся ответственность за возможные недочеты лежит исключительно на мне.

А. Резников

АРТИКЛЬ

В большинстве случаев в английском языке имена существительные сопровождаются особыми словами, которые называются определителями. Определители служат формальным признаком существительного. Наиболее распространенными определителями существительного являются неопределенный (a) и определенный (the) артикли. В русском языке артикль отсутствует.

Неопределенный артикль имеет две формы — *a* и *an*. Он произошел от числительного *one* и поэтому преимущественно употребляется с исчисляемыми существительными в единственном числе:

Give me a book.

There is a telephone in the room.

Форма *a* употребляется перед словами, начинающимися с согласного звука, форма *an* — перед словами, начинающимися с гласного звука: *a table, an arm.*

Примечания:

1. если слово начинается с буквы *u*, то выбор формы неопределенного артикля зависит от варианта чтения этой буквы:

a union, an umbrella;

2. если слово начинается с буквы *h*, то употребляется форма *an*, если *h* не читается, и форма *a*, если *h* читается:

an hour, a hunter.

Определенный артикль произошел от указательного местоимения *that* и употребляется как с исчисляемыми существительными в единственном и множественном числе, так и с неисчисляемыми существительными:

The window is open.

The water is cold.

Употребление артикля

Употребление артиклей зависит прежде всего от того, каким является имя существительное — собственным или нарицательным, и если оно нарицательное — принадлежит ли к исчисляемым или неисчисляемым. Поэтому употребление артиклей удобно рассматривать по категориям существительных.

Употребление неопределенного артикля с исчисляемыми существительными

Существительное с неопределенным артиклем представляет собой название предмета вообще, а не название определенного предмета. Так, *a house* вызывает представление о жилом здании, постройке, но не об определенном доме; *a student* — вызывает представление о студенте вообще, то есть об учащемся вуза, но не об определенном лице. Часто значение неопределенного артикля можно выразить словами: один, какой-то, всякий, любой, каждый. Но во многих случаях артикль не переводится на русский язык.

Неопределенный артикль употребляется, когда:

1. речь идет о каком-то лице или предмете, еще неизвестном собеседнику или читателю, упоминаемому впервые:

He bought a book yesterday.

When I entered the room I saw a man standing at the window.

Существительное употребляется с неопределенным артиклем после оборота there is, так как этот оборот вводит предмет, еще неизвестный собеседнику:

There is a telephone in the room.

There wasn't a woman in the world who could have shown such patience.

Примечание: нельзя употреблять числительное *one* вместо артикля *a/an*, хотя в русском языке «один» часто значит «некий, какой-то»:

Один человек рассказал мне об этом — A man told me about it.

Я прочел это в одном журнале — I read it in a magazine.

Во множественном числе для неопределенного количества употребляется местоимение some в утвердительных предложениях и any в отрицательных предложениях:

There were also some pictures of river scenery.

Hasn't he sent any magazines from Moscow?;

2. имеется в виду любой представитель данного класса предметов или лиц:

A child can do it.

A woman attracts men by her charms and holds them by her vices.

Во множественном числе артикль отсутствует и не заменяется другим словом:

Children can do it.

Squares have four sides;

3. существительное обозначает, кем или чем является лицо или предмет:

He is a doctor.

This is a dictionary.

I've been a call-boy, a stage-hand, an actor, damn it, I've been a critic.

Во множественном числе артикль и другие определители отсутствуют:

They are doctors.

We are students;

4. речь идет о предмете или лице именно данного класса, в отличие от лиц или предметов другого класса:

There were apples on the plate. I took an apple from the plate.

Do you have a cat? — I have a dog.

You are going to be a star.

I wear a cap in summer and a hat in winter.

Во множественном числе артикль отсутствует:

We wear caps in summer and hats in winter.

They are good children;

5. в некоторых случаях *a/an* сохраняет значение числительного *one:*

In a moment they came in.

There was a knock at the door.

It took Julia a second or two to understand what he meant.

He couldn't pass a mirror without looking into it.

В этом значении артикль употребляется:

а) с существительными, обозначающими время, длину, меру измерения, вес:

I shall come in an hour.

I've bought a pound of sugar;

б) с числительными *hundred, thousand, million, dozen, score:*

He won a thousand roubles.

He knows a dozen languages.

6. неопределенный артикль также употребляется:а) перед исчисляемыми существительными, стоящими после *what* в восклицательных предложениях:

What an emotional little thing you are!

Перед исчисляемыми существительными во множественном числе и перед неисчисляемыми существительными артикль отсутствует:

What beautiful pictures!

What fun they had!;

б) перед исчисляемыми существительными в единственном числе после *such*, после или перед *quite* или *rather:*

It amazed him — he had never been in such a beautiful house before.

He is quite a gentleman.

It was a rather grand party.

Перед исчисляемыми существительными во множественном числе и перед неисчисляемыми существительными артикль отсутствует:

They are such beautiful shirts.

She gave me her hand, but with such sweetness and dignity that I could only kiss her.

Употребление определенного артикля с исчисляемыми существительными

Артикль *the* употребляется с исчисляемыми существительными как в единственном, так и во множественном числе. Определенный артикль указывает, что лицо или предмет, обозначенный существительным, является индивидуально-определенным, то есть выделенным из всех лиц или предметов данного класса. Так, *the house* вызывает представление о совершенно определенном доме, который или имеет свои особые признаки, отличающие его от всех других домов, или известен собеседнику, или упоминался раньше; *the students* вызывает представление о совершенно определенных лицах. Значение *the* часто можно передать в русском языке словами *этот, эти, тот, те.* Однако во многих случаях *the* не переводится.

Случаи употребления артикля *the*

1. Существительное употребляется с определенным артиклем, когда из ситуации или из контекста ясно, какое именно лицо или предмет имеется в виду. В таком случае индивидуальный признак может быть и не указан, поскольку в этом нет необходимости:

Where is the key?

Собеседнику должно быть ясно, о каком именно ключе идет речь, иначе говорящий не мог бы употребить артикль *the.* Если же собеседник не понял, о каком ключе идет речь, можно указать индивидуальный признак:

The key I gave you yesterday.

The key to my room.

2. Существительное употребляется с *the,* когда лицо или предмет, названный ранее снова упоминается в беседе или тексте. В этом случае индивидуальный признак не указан, но он ясен из содержания речи или контекста:

She took a taxi to Tawistock square. After she arrived and paid the taxi she remembered his name.

Julia bought a watch to send to Tom Fennel. ... The watch did not cost more than ten pounds.

When I entered the room I saw a girl. The girl was quite young.

3. Существительное употребляется с *the,* когда лицо или предмет является единственным в мире или единственным в данных условиях:

the atmosphere	*the horizon*
the sun	*the North*
the moon	*the South*
the earth	*the East*
the universe	*the West*
the cosmos	*the past*
the sky	*the future*
the ground	*the press*

Например:

The earth is millions of kilometres from the sun.

The sky promised fine weather.

During a storm the captain must be on deck.

В последнем примере *the captain* — единственное лицо в данных условиях, так как на корабле может быть только один капитан.

С указанными существительными может употребляться и неопределенный артикль, когда имеется в виду определенное состояние, внешний вид луны, солнца и т.д.:

It was a glorious night, with a great full moon gleaming — a purple sky.

I'll have a brilliant future.

4. Определенный артикль употребляется с обобщающим значением:

а) перед существительными в единственном числе для обозначения целого класса, типа предметов:

The whale is in danger of becoming extinct.

The deep-freeze has made life easier for housewives.

Существительное с обобщающим значением нельзя путать с существительным с общим значением (в общем смысле). Существительное в общем смысле обозначает предмет как представитель класса предметов и имеет дополнительное значение *any* (*любой*), то есть употребляется с неопределенным артиклем :

A horse is a useful animal;

б) перед прилагательными и причастиями, употребляющимися в значении существительных во множественном числе:

Love is a romantic disease of the young.

The wounded were taken to the hospital.

She had always had a passion for the unknown.

Сюда же можно отнести употребление определенного артикля для обозначения нации в целом: *the British, the French, the Swiss, the Chinese.*

Употребление артикля с исчисляемыми существительными, имеющими при себе определение

1. Определенный артикль используется с существительными как в единственном, так и во множественном числе, имеющими при себе индивидуализирующее определение. Это определение служит индивидуальным признаком, отличающим данное лицо (предмет) от всех других лиц (предметов) того же класса. Оно может быть выражено

а) определительным придаточным предложением:

They still lived in the small flat ***that they had taken when they came to London****;*

б) причастным оборотом:

He took the path ***leading down to the beach****;*

в) предложным оборотом (существительным с предлогом):

The sound ***of his voice*** *told her who it was.*

Примечание. Определение может быть не индивидуализирующим, а описательным. Такое определение не отличает данное лицо/предмет от других лиц/предметов данного класса, а лишь сообщает дополнительную информацию о нем. Употребление артиклей при существительных с описательными определениями подчиняется общим правилам:

I have a wonderful clock which is one hundred years old.

We went to the lake which was very stormy that day.

He bought modern pictures and collected old furniture.

Употребление артикля с вещественными существительными

1. Вещественные существительные употребляются без артикля, когда речь идет о данном веществе как таковом:

I like milk.

2. Вещественные существительные употребляются с местоимениями *some, any,* когда речь идет о какой-то части вещества:

I've bought some milk.

There isn't any bread at home.

В таких случаях *some/any* на русский язык не переводятся.

3. Вещественные существительные употребляются с артиклем *the*, когда речь идет об определенном количестве данного вещества, или есть индивидуализирующее определение, или из ситуации ясно, о чем идет речь:

He came in with the tea in a brown pot.

I bought some cheese and some butter. The cheese was not very good, but the butter was excellent.

The water in this river is very cold.

4. Если речь идет о сорте, виде, порции вещества, то в таком

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случае вещественные существительные превращаются в исчисляемые и подчиняются общим правилам употребления артикля с исчисляемыми существительными:

It is a very good wine.
I prefer dry wines.
I bought an ice-cream.
Two coffees for me, please.

Употребление артикля с отвлеченными (абстрактными) существительными

Существительные отвлеченные — это названия признаков, действий, состояний, чувств, явлений, наук, искусств и т.п. Они употребляются

1. без артикля, когда обозначают отвлеченные понятия в целом, в общем смысле:

Knowledge is power.
I like music.
The mother looked at her child with kindness and love.
She was familiar with literature, art, and history;

2. с артиклем *the*, когда имеют при себе определение, служащее для того, чтобы отнести данный признак, состояние к какому-либо лицу, предмету; или же ситуация определяет данный признак, чувство:

It was the unhappiness he had caused her.
I like the music of this composer.
We study the history of the USA.

Но:

English literature
Russian art
modern poetry
great experience
Moscow time
Soviet music

Эти определения не придают особого значения существительным:

They talked about modern poetry;

3. с неопределенным артиклем, когда речь идет о проявлении

какого-либо оттенка чувства, состояния. Обычно существительное имеет при себе определение:

He showed a patience that I had never expected of him.

Употребление артикля с собственными существительными

1. С именами и фамилиями людей артикль не употребляется:

Daisy and Gatsby danced.

Если перед именем, фамилией стоит слово, обозначающее ранг, титул, семейные отношения, то артикль также не ставится: *Aunt Polly, Professor Brown, Captain Brown.*

Have you heard of Professor Challenger?

Примечание:

а) имена и фамилии людей могут употребляться с неопределенным артиклем, если называется член семьи:

I have often wondered if Arthur was a Burton;

б) фамилии людей могут употребляться с определенным артиклем, если называется вся семья:

Also from New York were the Chromes and the Backhyssons and the Denickers;

в) если перед именами собственными стоят слова young, *old, good, poor, little, kind, honest* то артикль не ставится:

Poor Charles must have been scared stiff.
Little John sat down on the bottom step and nodded;

г) перед другими прилагательными (причастиями) ставится определенный артикль:

The paralysed Madeline could not move.
The notorious Gatsby;

д) перед прилагательным *certain* стоит неопределенный артикль:

I heard it from a certain Mr Brown.

2. С названиями городов, континентов, стран артикль не употребляется:

Europe, America, London, Moscow.

Когда географическое название представляет собой сочетание имени собственного с определяющим словом, то артикль также отсутствует:

Eastern Europe, Central Asia, North America, Northern Ireland.

Примечание: названия государств, в которых есть нарицательное существительное (*union, state, republic, kingdom, etc.*), употребляются с определенным артиклем:

the United States of America
the Commonwealth of Independent States
The United Kingdom of Great Britain and Northern Ireland.

3. С названиями отдельных островов и горных вершин артикль не употребляется:

Cuba, Elbrus.

4. С названиями улиц, парков, площадей, аэропортов, железнодорожных станций артикль не употребляется:

Victoria Station, Charing Cross road, Trafalgar square.

5. С названиями университетов артикль не употребляется:

Cambridge University, Moscow University.

6. С названиями океанов, морей, проливов употребляется определенный артикль:

the Pacific Ocean
the Baltic Sea
the Volga

Артикль *the* сохраняется перед названиями океанов и морей в тех случаях, когда слова ocean/sea опущены: *the Pacific, the Baltic.*

Примечание: в названиях озер артикль обычно не употребляется: *Lake Baikal, Lake Ontario.*

7. С названиями горных цепей, групп островов, пустынь употребляется определенный артикль:

the Urals, the British Isles, the Sahara, the Philippines.

8. С названиями театров, музеев, гостиниц, судов употребляется определенный артикль:

the Bolshoi theatre, the Hermitage, the Savoy, the Titanic.

8. Некоторые названия стран, местностей, городов и улиц традиционно употребляются с определенным артиклем:

the Crimea, the Netherlands, the Hague, the Mall, the Strand, the City.

9. Названия английских газет и журналов употребляются с определенным артиклем:

the Financial Times, the Sun.

Употребление артиклей с некоторыми группами существительных

1. Названия дней недели, месяцев, времен года, как правило, употребляются без артикля:

I like Sunday, it is the only day to relax.
January is the first month of the year.

Когда эти существительные употребляются с индивидуализирующими определениями, может использоваться артикль *the*:

Our veterans will always remember (the) May of 1945.

С описательным определением обычно употребляется неопределенный артикль:

It was an extremely cold winter.

2. Группа слов *day, night, morning, evening, midnight, sunset, sunrise, dawn.*

Эти слова употребляются с артиклем *the,* если есть индивидуализирующее определение или если из ситуации ясно, о каком дне, ночи, утре и т.д. идет речь:

The weather was very cold on the day of his arrival.
The night was warm and beautifully still.

Артикль *the* также употребляется в выражениях *in the morning, in the evening, in the afternoon.*

Неопределенный артикль употребляется, если есть описательное определение:

We were having tea in my room on a cold January afternoon.

Артикль не употребляется, если перед словами данной группы стоят прилагательные *early, late, high, broad:*

It was early morning.
It was high noon.

Также, артикль не употребляется, когда слова *day/night* употреблены в значении *свет/темнота*:

Night came. It was very dark outside.

Артикль не употребляется в устойчивых сочетаниях:

by day, at night, day in day out, from morning till night, after sunset, at dawn.

3. Группа слов *college, school, university, hospital, church, prison, jail.*

Эти слова употребляются без артикля в устойчивых выражениях, где они теряют свое конкретное значение и обозначают вид деятельности, род занятий:

Children go to school at 7.
He is home from college.
She went to church to pray.

Если же эти слова обозначают конкретные объекты (здания), то они подчиняются общим правилам употребления артиклей:

We left the school at 4 o'clock.
I went to the church to see the stained glass.
He goes to the prison sometimes to give lectures.

Примечание. Полезно помнить, что в американском варианте английского языка данное правило относится не ко всем указанным существительным. Так, со словами *hospital, university* употребляется определенный артикль: *go to the hospital, be at the university.*

5. *Town.*

Существительное *town* употребляется без артикля, если имеется в виду ближайший город или город, в котором мы живем:

We'll go to town on Sunday.

В других случаях выбор артикля определяется общим правилом:

She went back to the town where her relatives lived.

Употребление артиклей в некоторых устойчивых выражениях

Неопределенный артикль:

a lot of, a great deal of, a great many, as a result, as a matter of fact, at a speed, for a short/long time, in a loud/low voice, to be in a hurry, to be at a loss, to have a cold, to go for a walk, to take a seat, at a distance, to be at a loss, it is a pity/a pleasure/a shame, as a whole.

Определенный артикль:

in the country, on the right/left, on the whole, the other day, to play the piano/guitar, in the original, in the morning, in the afternoon, in the evening, in the past, in the present, by the way, to tell the truth.

Отсутствие артикля:

at night, at home, at school, at first sight, at peace, at war, by train/bus/tube/sleeper/plane, by water, by sea, by air, by post, by air mail, by name, by chance, by mistake, in time, in debt, in fact, in conclusion, in secret, on credit, on sale, on deck, out of doors, from head to foot, in translation, arm in arm, day after day, day by day, hand in hand.

МОДАЛЬНЫЕ ГЛАГОЛЫ

В отличие от других глаголов модальные глаголы не обозначают какого-либо действия или состояния, а лишь передают *отношение* говорящего к действию, выраженному инфинитивом другого глагола, в сочетании с которым модальный глагол образует составное глагольное сказуемое. Модальные глаголы могут показывать, что говорящий рассматривает действие как возможное, желательное, необходимое, сомнительное, допустимое, требуемое, запрещенное, принудительное и т.д.

1. Общая характеристика модальных глаголов

Всего в английском языке 12 модальных глаголов: ***can (could), may (might), must, should, ought to, shall, will, would, need, dare, to be to, to have to.*** Помимо особого значения, модальные глаголы отличаются от других еще рядом особенностей:

1. сочетаются с инфинитивом смыслового глагола без частицы *to,* за исключением глаголов *ought to, to be to, to have to.*

2. не имеют окончания *-s* в 3-м лице ед. числа настоящего времени. Исключение составляют глаголы *to be to* и *to have to,* которые имеют особые формы для 3-го лица ед. числа настоящего времени.

3. не имеют неличных форм — инфинитива, герундия и причастия; следовательно, у них нет и сложных временных форм. Исключение составляют глаголы *to be to, to have to.*

4. за исключением глаголов *can, may, to be to, to have to* имеют только одну форму. Глаголы *can, may* имеют две формы (иногда рассматриваемые как самостоятельные глаголы), глагол *to be to* — также две формы. Глагол *to have to* — единственный модальный глагол, имеющий три формы и, соответственно, единственный, имеющий будущее время.

5. в вопросительных и отрицательных предложениях не требуют вспомогательных глаголов, а используются сами для образования вопроса и отрицания:

Can you come?

You must not shout at the top of your voice.

2. Глагол CAN (COULD)

Этот глагол имеет две форм: *can* и *could,* которые употребляются как временные формы с одним и тем же значением в настоящем или прошедшем; кроме того, они могут иметь и различные значения.

Глагол *can* в сочетании с неперфектным инфинитивом может обозначать:

1) способность выполнить действие:

You can lead a horse to water but you can't make him drink.

She could swim when she was five.

Поскольку *can* не имеет формы будущего, то для выражения этого значения в будущем используется конструкция *to be able to:*

I am afraid the wind is dying down and we won't be able to sail much longer;

2) вероятность совершения действия:

In the old days a man could be sentenced to death for a small crime;

3) запрос о разрешении выполнить какое-либо действие:

Can I send a wire from here?;

4) запрещение какого-либо действия (в отрицательных предложениях):

You can't sleep all day long;

5) просьбу (в вопросительном предложении):

Can you lend me this book for a week?

Модальный глагол *could* предполагает более вежливое обращение, чем *can:*

Could I ask you to bring your notes tomorrow?

В сочетании с любой (перфектной и неперфектной) формой инфинитива *can* может обозначать сильное сомнение, недоверие, удивление. Это значение передается в отрицательных и вопросительных предложениях:

Can it be so late?

You can't have written me such a letter.

You can't have seen this film. It is not on yet.

При этом неперфектный инфинитив указывает на то, что действие относится к настоящему или будущему, а перфектный — на то, что действие относится к прошлому.

Большая степень сомнения выражается глаголом *could*, который в таких случаях не является временной формой глагола *can*:

He couldn't have been pretending.

Как уже говорилось, временная отнесенность действия указывается формой инфинитива, и не формой модального глагола.

3. Глагол MAY (MIGHT)

Этот глагол также имеет две формы, которые употребляются и как формы времени (*may* — настоящее, *might* — прошедшее), и как различные глаголы с несовпадающим значением.

Глагол *may* в сочетании с неперфектным инфинитивом может обозначать:

1) разрешение (или запрос о разрешении) произвести действие:

May I trouble you for a light?

В контексте прошедшего времени это же значение передает глагол *might:*

He told me that I might switch off the light.

В значении разрешения глагол *may* взаимозаменяем с глаголом *can*, причем в современном английском языке *can* является более употребительным:

He told me that I could switch off the light.

Для выражения разрешения, относящегося к будущему, используется конструкция *to be allowed to:*

I think they will be allowed to meet her;

2) в отрицательной форме глагол *may* передает запрет:

You may not interrupt him every other minute.

Но чаще в этом значении употребляются другие модальные глаголы — *can't, mustn't:*

You can't interrupt him.

You mustn't interrupt him;

3) в сочетании с любой формой инфинитива глагол *may* может обозначать предположение:

He may have returned from London.

You may not know the whole truth.

Примечание. Обратите внимание на различное значение внешне одинаковых конструкций *can + not + infinitive* и *may + not + infinitive*: в конструкции с *can* частица относится к модальному глаголу и выражает сомнение, неверие, удивление говорящего по поводу действия, выраженного инфинитивом, в то время как в конструкции с *may* отрицание относится к инфинитиву, следующему за модальным глаголом:

He can't know the whole truth — Не может быть, чтобы он знал всю правду.

He may not know the whole truth — Возможно, он не знает всей правды.

He can't have seen the film — Не может быть, чтобы он видел этот фильм.

He may not have seen the film — Возможно, он не видел этот фильм.

4. Форма *might* выражает упрек, при этом временная отнесенность выражается в форме инфинитива:

You might be more attentive at the lessons.

You might have opened the door for me.

В этом же значении может встречаться форма *could.*

4. Глагол MUST

В сочетании с неперфектным инфинитивом глагол *must* может обозначать:

1) долженствование, необходимость (с точки зрения говорящего) произвести действие в настоящем или ближайшем будущем. Это значение *must* невозможно в отрицательных предложениях:

I must come and comfort your unfortunate friend.

Хотя *must* имеет только одну форму, он может употребляться в контексте прошедшего времени без изменений:

I told him he must come.

В отрицательных предложениях для передачи отсутствия необходимости используются глаголы *need, to have to*, а для передачи наличия или отсутствия необходимости в будущем — только глагол *to have to:*

You needn't come.

You don't have to come.

You will have to be careful about your health.

2. В отрицательной форме *must not* передает значение запрещения производить какое-либо действие:

Cars must not be parked in front of this gate.

В сочетании с любой формой инфинитива глагол *must* передает значение вероятности какого-либо действия, предположения, близкого к уверенности; при этом временная отнесенность предполагаемого действия указана в форме инфинитива смыслового глагола:

He must be quite unaware of the circumstances.

That must have been a long time ago.

It must have been raining when you left.

Примечания:

А) В этом значении (предположение) *must* не употребляется для обозначения предположения в будущем; вместо него употребляются слова *evidently, probably:*

He will probably feel lonely.

В) В этом значении (предположение) *must* не употребляется в вопросительных и отрицательных предложениях, поскольку в вопросе он будет означать запрос о необходимости, а в отрицании — запрет (см. примеры выше). Это особенно важно помнить при переводе с русского языка, когда — если употреблять *must* — необходимо помнить о том, чтобы перестроить синтаксис предложения таким образом, чтобы избавиться от отрицания при сказуемом:

Он, должно быть, не узнал меня. — He must have failed to recognize me.

Она, должно быть, не поняла меня. — She must have misunderstood me.

С) если смысловой глагол, вместе с которым употреблен глагол *must*, употребляется в форме *Continuous*, то для выражения предположения в настоящем форма *Indefinite* невозможна, так как она автоматически будет обозначать долженствование, ср.:

He must know the truth by now (предположение, так как глагол *know* в *Continuous* не употребляется).

He must work in the garden (долженствование, так как есть форма be working).

He must be working in the garden (предположение).

5. Глаголы SHOULD и OUGHT TO

Эти модальные глаголы очень близки по значению и могут рассматриваться вместе.

1. Они употребляются для выражения морального долга, обязательства относящегося к настоящему или будущему, некоторой общепринятой нормы поведения, того, что считается правильным делать в соответствующих обстоятельствах:

You ought to look after your children better.

Children should be polite when speaking with grown-ups.

2. В сочетании с перфектным инфинитивом эти глаголы выражают сожаление, упрек, порицание того, что сделано (в отрицательной форме) или не сделано (в утвердительной форме) в прошлом:

You should not have written me such a letter (but you did write it).

You should have written me a letter (but you didn't).

He ought to have phoned earlier (but he didn't).

He ought not to have phoned her (but he did).

3. В сочетании с неперфектным инфинитивом служат для выражения совета, относящегося к настоящему или будущему:

You should consult a doctor.

We really ought to buy a new car.

4. В сочетании с неперфектным инфинитивом глаголы *should/ought to* могут выражать предполагаемое или ожидаемое действие:

Apples ought to grow well here.

If it is a story by Woodehouse it should be amusing.

6. Глагол TO HAVE TO

1. Глагол *to have to* выражает необходимость совершения какого-либо действия в силу определенных внешних (не зависящих от говорящего) обстоятельств в настоящем, прошедшем или будущем:

My sister has a lot of friends in different parts of the country, so she has to write lots of letters.

It was very dark and we had to take a torch.

She won't have to walk the whole way.

Соответственно, в отрицательной форме глагол *have to* выра-

жает отсутствие необходимости в каком-либо действии в настоящем, прошедшем или будущем:

You don't have to rub it off.

Обратите внимание еще раз на то, что этот модальный глагол требует вспомогательного глагола *do* при образовании отрицания и вопроса:

Do you have to go there?

7. Глагол TO BE TO

1. Глагол *to be to* имеет две временные формы и употребляется в первую очередь для выражения долженствования, обязательства, вытекающего из соглашения или плана в настоящем или прошедшем:

We are to complete this work by tomorrow.

We were to meet at the entrance to the theatre at a quarter to eight.

Примечание. В предложениях, описывающих запланированное действие в прошлом *(we were to meet...)*, не сообщается, произошло ли оно или нет; в них сообщается только сам факт обязательства. Обычно контекст подсказывает, состоялось ли запланированное событие. Однако, если говорящий хочет подчеркнуть, что запланированное действие не состоялось, он может употребить форму перфектного инфинитива, которая показывает, что данный план не осуществился:

I was to have met him at the airport.

She was to have graduated in June but unfortunately she fell ill.

2. Глагол *to be to* может употребляться для выражения строго приказа или команды:

You are to straighten out your desk!

3. Соответственно, в отрицательной форме выражается строгий запрет:

You are not to tell it to anyone.

4. Глагол *to be to* может выражать то, чему суждено случиться:

He was to become a famous writer.

5. Иногда глагол *to be to* выражает возможность (в основном, в отрицании и с пассивным инфинитивом):

She is not to be trusted.

8. Глагол NEED

Глагол *need* выражает необходимость и употребляется в основном в вопросительных и отрицательных предложениях, где он заменяет глагол *must* (в этой функции он является синонимом глагола *to have to*):

Need anybody know about her disgrace?

You needn't worry about her.

В отрицательных предложениях *need* в сочетании с перфектным инфинитивом означает, что действие, выраженное в инфинитиве, хотя и было совершено, не являлось необходимым. На русский язык такие фразы обычно переводятся с помощью слов «зря», «незачем», «не к чему было», «не надо было»:

You needn't have made this remark.

Примечание. Необходимо иметь в виду, что кроме модального глагола *need* в английском языке имеется полнозначный глагол *to need*, который обладает всеми атрибутами обычного знаменательного глагола и может употребляться в любом типе предложений — утвердительных, вопросительных, отрицательных:

I don't need to go there myself.

Do you need to go there?

Соответственно, полнозначный глагол *to need* также может использоваться для выражения отсутствия необходимости какого-либо действия в прошлом:

I did not need to go there.

Обратите внимание на существенное различие смысла в предложениях с модальным и полнозначным глаголом *need:*

I did not need to go there.

I needn't have gone there (but nevertheless I went).

Как видно, полнозначный глагол показывает отсутствие необходимости в каком-либо действии, которое в силу этого и не было совершено, в то время как модальный показывает отсутствие необходимости в действии, которое несмотря на это все же произошло.

9. Глагол SHALL

Глагол *shall* проявляет свои модальные значения в основном когда бывает употреблен в несвойственном ему сочетании со 2-м и 3-м лицом, и может выражать:

1) обещание, намерение:

Don't be afraid, I saw it was an accident. You shall not be punished;

2) угрозу или предупреждение:

Anyone found guilty shall be shot at once;

3) предложение (единственное значение, где *shall* используется с 1-м лицом):

Shall I get you a chair?

Примечание. В американском варианте английского языка глагол *shall* (в том числе и модальный shall) употребляется еще реже, чем в британском. Соответственно, в *AmE* в указанных примерах — кроме значения предложения с 1-м лицом — употребляется глагол *will:*

Anyone found guilty will be shot at once.

Подробнее о *shall/will* см. на с.57.

10. Глаголы WILL и WOULD

Исторически *will* и *would* являются временными формами одного глагола, и иногда это проявляется в их современном употреблении.

Модальный глагол *will* может обозначать:

1) намерение, желание, решимость:

I will return as soon as I can.

Обратите внимание, что в отличие от вспомогательного глагола простого будущего времени модальный глагол *will* никогда не сокращается и, как правило, ударен.

2) вежливую просьбу или предложение:

Will you give me a glass of water?

Will you have some juice?;

Большая степень вежливости передается глаголом *would:*

Would you like some juice?

3) настойчивость, упорство, упрямство:

He won't listen to me! (не желает)

При упоминании неодушевленных предметов употребление глагола *will (would* — в контексте прошедшего времени) показывает, что данный предмет не функционирует так, как положено:

The door will not open (не открывается).

The engine would not start (не заводилась);

4) уверенность в каком-либо действии:

This will be just what she wants.

В этом же значении может употребляться глагол *would:*

Who is the man? — You wouldn't know him.

11. Глагол DARE

Глагол *dare* обозначает «иметь смелость (дерзость) сделать что-либо»:

Dare you ask him about it?

Необходимо иметь в виду, что кроме модального глагола *dare* в английском языке существует полнозначный глагол *to dare* с тем же значением, но имеющий все обычные формы смыслового глагола:

He doesn't dare (to) interrupt.

He dared me to jump.

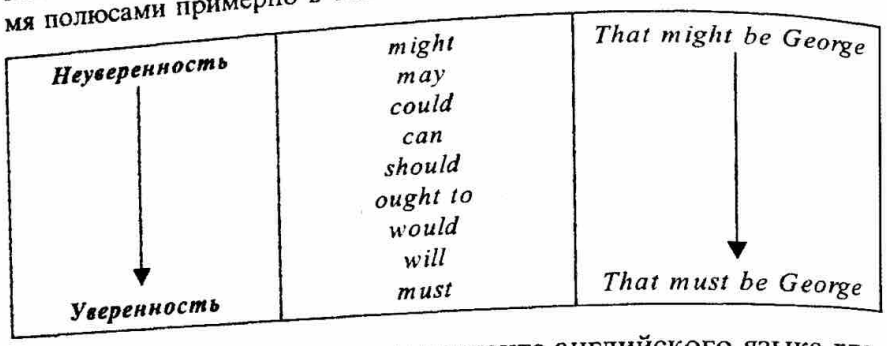
Выражение предположения и долженствования различными модальными глаголами

Как видно из предыдущего изложения, ряд модальных значений может быть выражен несколькими модальными глаголами. Наиболее существенным представляются два из них: это значение предположения и значение долженствования. И поскольку для говорящего на английском языке зачастую встает проблема выбора правильного глагола из существующего набора вариантов, попробуем показать, чем они отличаются.

Предположение

Значение предположения может быть выражено в английском языке девятью глаголами: *can, could, may, might, should ought to, will, would, must.* Но при этом они достаточно четко различаются

по степени уверенности/неуверенности говорящего, делающего то или иное предположение: наименьшая степень уверенности (наибольшая степень неуверенности — то есть говорящий сам очень сомневается в том, что он говорит) передается глаголом *might*, наибольшая степень уверенности (наименьшая степень неуверенности — то есть говорящий практически не сомневается в том, что сказанное им соответствует действительности) — глаголом *must*. Остальные глаголы располагаются между этими двумя полюсами примерно в таком порядке:



Примечание. В американском варианте английского языка глагол *will* в указанном значении не употребляется.

Долженствование

Как известно, долженствование может выражаться шестью глаголами: *must, to have to, to be to, need, should, ought to.* Здесь различие заключается не столько в степени интенсивности значения, как это было в предыдущем случае, сколько в характере долженствования.

Must выражает долженствование с точки зрения говорящего, то есть говорящий считает то или иное действие обязательным. С другой стороны, *to have to* — это долженствование, обусловленное обстоятельствами. Мнение самого говорящего при этом не имеет никакого значения, и часто необходимое действие не вызывает особого энтузиазма. Глагол *to be to* выражает необходимое действие, обусловленное некоторой договоренностью или планом. Сравните:

It is 10 o'clock. You must go to bed (mother says to her son).

He was late for the plane and had to stay in S.Petersburg for another day.

I am to meet him at the airport (we agreed with my friends that I will do this part of the job).

Таким образом, употребление того или иного глагола может принципиально изменить значение предложения:

I must visit him in the hospital (He is my friend and I think it the right thing to do.)

I have to visit him in the hospital (Probably I am sick and tired of it, but nothing can be done).

I am to visit him in the hospital (It is my turn today).

Что касается глаголов *should/ought to,* то они используются тогда, когда требуется передать необходимость совершения какого-либо действия, которое по морально-этическим соображениям считается правильным (но совершенно не обязательно должным в значении одного из трех первых глаголов). Речь идет о действии, которое диктуется нормами поведения людей в данном обществе в данное время, то, что «принято» делать:

You should/ought to visit your friend in the hospital.

Не случайно, что эти два глагола используются для выражения совета.

Глагол *need* используется только в вопросах и отрицаниях — для запроса о необходимости или указания на отсутствие необходимости какого-либо действия (подробно об этом см. на с. 31).

ВИДО-ВРЕМЕННАЯ СИСТЕМА АНГЛИЙСКОГО ЯЗЫКА

Для выражения времени совершения действия английский глагол имеет своеобразную систему глагольных времен. Глагольные времена (*Tenses*) делятся на четыре группы: *Indefinite Tenses* (неопределенные времена), *Continuous Tenses* (длительные времена), *Perfect Tenses* (совершенные времена) и *Perfect Continuous Tenses* (совершенные длительные времена).

Времена группы *Indefinite*

В данную группу входят *Present Indefinite Tense* (настоящее), *Past Indefinite Tense* (прошедшее) и *Future Indefinite Tense* (будущее). Времена этой группы употребляются только для *констатации факта совершения действия* в настоящем, прошедшем или будущем, без указания на его длительность, законченность или соотношение с каким-либо иным действием или моментом времени. В русском языке, в зависимости от смысла предложения, этим временам соответствуют времена глагола как совершенного, так и несовершенного вида:

Present Indefinite Tense	Past Indefinite Tense	Future Indefinite
I write letters to my father every week. Я пишу письма отцу каждую неделю.	I wrote a letter to him yesterday. Я вчера написал ему письмо.	I shall [1] write a letter to him tomorrow. Я напишу ему письмо завтра.
He usually gets up at 7 o'clock. Он обычно встает в 7 часов.	He got up early in summer. Он летом рано вставал.	He will get up early tomorrow. Он завтра рано встанет.

[1] Проблема *shall/will* специально рассматривается на стр.57; поэтому при общей характеристике времен для простоты изложения используется традиционное распределение этих глаголов по лицам.

Времена группы *Continuous*

В эту группу входят *Present Continuous Tense, Past Continuous Tense, Future Continuous Tense* (настоящее, прошедшее и будущее длительное время). Употребляются они для выражения *длительного действия*, которое началось до определенного момента в настоящем, прошедшем или будущем и которое все еще совершается, совершалось или будет совершаться в этот момент. Эти времена описывают действие в процессе его совершения, выражая, таким образом, незаконченное длительное действие. В русском языке им соответствуют времена глагола несовершенного вида.

Present Continuous Tense	Past Continuous Tense	Future Continuous Tense
I am reading a book (now). Я читаю книгу (сейчас).	I was reading a book when he came. Я читал книгу, когда он пришел.	I shall be reading a book when he comes. Я буду читать книгу, когда он придет.
He is speaking to her (now). Он с ней разговаривает (сейчас).	He was speaking to her when I saw him. Он разговаривал с ней, когда я его увидел.	He will be speaking to her when you come. Он будет с ней разговаривать, когда вы придете.

Времена группы *Perfect*

Группа состоит из *Present Perfect Tense, Past Perfect Tense, Future Perfect Tense* (настоящее, прошедшее и будущее совершенное время). Времена группы *Perfect* выражают действие, *совершенное к определенному моменту* в настоящем, прошедшем или будущем. В русском языке, в зависимости от смысла предложе-

Present Perfect Tense	Past Perfect Tense	Future Perfect Tense
I have finished the work. Я (уже) закончил свою работу.	I had finished my work when he came. Я (уже) закончил свою работу, когда он пришел.	I shall have finished my work when he comes. Я уже закончу свою работу, когда он придет.

Present Perfect Tense	Past Perfect Tense	Future Perfect Tense
They have received your telegram. Они уже получили вашу телеграмму.	They had received your telegram when we came. Они уже получили вашу телеграмму, когда мы пришли.	They will have received your telegram when we come. Они уже получат вашу телеграмму, когда мы придем.

ния, этим временам соответствуют времена глагола совершенного или несовершенного вида.

Кроме того, времена группы *Perfect* могут обозначать действие, начавшееся в определенный момент, длившееся до момента речи (в настоящем, прошедшем или будущем) и *все еще продолжающееся* в этот момент:

We have been friends since we were little kids.

They have been married for 10 years now.

Обратите внимание, что если указан момент, с которого началось совершение действия, то употребляется предлог (или союз) *since*; если же указан сам период совершения действия, то предлог *for*.

Past Indefinite *vs* Present Perfect

Времена группы *Perfect* представляют собой значительную трудность для студентов, так как в русском языке аналогичная группа времен отсутствует. Понятно, что в основном затруднения вызывает перевод с русского: какую временную форму выбрать, например, при переводе фразы *Я прочитал инструкцию.* Чтобы не ошибиться в выборе английского времени (*Past Indefinite* или *Present Perfect*), нужно внимательно проанализировать контекст: если действие оторвано от настоящего (момента речи), то требуется простое прошедшее время (например, есть обстоятельство прошедшего времени); если же оно связано с настоящим (результатом или наличием обстоятельств настоящего или неопределенного времени) — то настоящее совершенное:

***I have read** the instructions but I do not understand them. — **I read** the instructions last night.*

Кроме того, одно и то же действие может быть описано с помощью разных форм времени в зависимости от того, *когда сообщается* об этих событиях. Как правило, в таких предложениях присутствуют обстоятельства *this morning/afternoon /evening / week/ month/year/century*. Сравните:

*Tom **has rung** up three times this morning.* (Если это говорится в 11 утра).

*Tom **rang** up three times this morning.* (Если это говорится в 2 часа дня, так как *morning* заканчивается в 1 час дня, равно как и *afternoon* — около 5 часов дня).

Наконец, правильный выбор формы времени может зависеть и от того, продолжается ли действие в настоящее время или нет:

*He **has been** in the army for two years.* (Он и сейчас служит в армии).

*He **was** in the army for two years.* (Он сейчас не служит в армии).

Главное, что нужно видеть — это то, что одна и та же форма русского глагола может быть передана по-разному в разных ситуациях; иными словами — такого понятия, как «единственно правильный перевод», не существует. Кстати, это положение касается не только выбора грамматического времени.

Времена группы *Perfect Continuous*

Эта группа состоит из *Present Perfect Continuous, Past Perfect Continuous*, *Future Perfect Continuous Tense* (настоящее, прошедшее и будущее совершенное длительное время). Эти времена выражают длительное действие, начавшееся до определенного момента в настоящем, прошлом или будущем и длившееся известный период времени, включая (иногда — исключая) этот момент. Таким образом, по характеру протекания действие, обозначенное одним из времен данной группы, сочетает в себе видовые характе-

Present Perfect Continuous Tense	Past Perfect Continuous Tense	Future Perfect Continuous Tense
I have been working for two hours. Я работаю уже два часа.	I had been working for two hours when they came. Я работал уже два часа, когда они вернулись	I shall have been working for two hours when they come back. Я буду работать уже два часа, когда они вернутся.

Present Perfect Continuous Tense	Past Perfect Continuous Tense	Future Perfect Continuous Tense
He has been sleeping for several hours.	He had been sleeping for several hours when they came back.	He will have been sleeping for several hours when they come back.
Он спит (уже) несколько часов.	Он спал уже несколько часов, когда они вернулись	Он будет спать уже несколько часов, когда они вернутся.

ристики двух групп времен: группы *Continuous* (длительность) и группы *Perfect* (завершенность). В русском языке им соответствуют времена глагола несовершенного вида.

Как уже говорилось, времена этой группы могут выражать и действие, закончившееся до определенного момента в настоящем, прошедшем или будущем:

I am tired as I have been working very hard.

Я устал, так как очень много работал.

Времена *Future-in-the-Past*

Кроме рассмотренных 12 форм времен в изъявительном наклонении действительного залога существуют еще 4 формы *Future-in-the-Past* (будущего в прошедшем), которые образуются аналогично соответствующим формам Future с заменой shall/will на should/would: *Future Indefinite in the Past, Future Continuous in the Past, Future Perfect in the Past, Future Perfect Continuous in the Past.*

Формы этого времени передают те же значения, что и соответствующие формы будущих времен, но в отличие от них служат для выражения действия, которое является будущим не по отношению к настоящему, а по отношению к моменту речи в прошлом, то есть для выражения будущего действия, о котором шла речь в прошлом. Подробно об употреблении форм *Future-in-the-Past* рассказано в разделе «Согласование времен». Времена страдательного залога рассматриваются в разделе «Залог».

Проблема выбора правильной временной формы[1]

Выбор временной формы зависит от соотношения трех факторов: *момента действия, момента речи* и *точки отсчета*. Какие-то из этих факторов могут совпадать, но чаще всего они четко отличаются. При этом для каждой временной формы характерно свое сочетание этих трех моментов. Например: время *Past Perfect* соответствует ситуации, когда момент действия предшествует точке отсчета, которая, в свою очередь, предшествует моменту речи. Время *Future Perfect* — ситуации, когда момент речи предшествует моменту действия, а момент действия предшествует точке отсчета. Время *Present Perfect* — это ситуация, когда момент речи совпадает с точкой отсчета, но разновременен с моментом действия.

[1] Подробнее об этом см.: М.Ю.Рябова. Временная референция в английском языке. С-Пб., 1995.

СПОСОБЫ ВЫРАЖЕНИЯ ДЕЙСТВИЯ В НАСТОЯЩЕМ

1. Конкретное настоящее

1. Действие (или состояние), о котором мы говорим, может совершаться (продолжаться) в момент речи, т.е. относиться к настоящему времени. Это выражается разными глагольными формами. Наиболее подходящая — форма настоящего длительного времени (**Present Continuous Tense**). Наличие в предложении обстоятельственных слов, указывающих на настоящее (например, *now, today*), необязательно:

What is she doing now? She is mixing a cake. — Что она делает сейчас? Она ставит пироги.

Present Continuous Tense обозначает как действия, ограниченные настоящим моментом в узком смысле, так и действия, только захватывающие его в своем протекании, но имеющие более широкие пределы:

Mr. Green is writing a letter now. — Мистер Грин пишет сейчас (т.е. в данную минуту) *письмо.*

Mr Green is writing another novel. Мистер Грин пишет новый роман. Это значит, что он начал, но ещё не кончил писать роман. Действие продолжается, хотя в настоящий момент мистер Грин, может быть, и не сидит за пишущей машинкой.

Сравните: *Mr. Green writes novels.*

Мистер Грин пишет романы (вообще).

Или:

Harry is playing football now.— Гарри сейчас играет в футбол.

Harry is playing in the first eleven this season. — В этом сезоне Гарри играет в первой футбольной команде.

Сравните: *Harry plays football well.—Гарри хорошо играет в футбол.*

2. Гораздо реже для выражения действия, происходящего в момент речи, употребляется простое настоящее (**Present Indefinite Tense**).

Образование: **Present Indefinite Tense** совпадает с формой инфинитива (без частицы *to*) во всех лицах , кроме 3-го лица ед. ч., принимающего окончание *-s*.

Им пользуются при описании и объяснении последовательных стадий какого-либо процесса, например, приготовления кушанья, или научного эксперимента. В сущности, такое употребление **Present Indefinite Tense** близко к выражению обычных и повторяющихся действий.

В руководстве по кулинарии или на занятиях по этому предмету вполне уместно употребить простое настоящее:

I sift the flour, salt, and baking powder into a bowl. I mix them well. Then I break the eggs into a cup. If they are good, I add them to the mixture in the bowl. Then I beat the mixture thorougly. — Я просеиваю муку, соль и дрожжевой порошок, высыпаю их в миску и хорошенько перемешиваю. Затем разбиваю в чашку яйца. Если они не испорчены, я добавляю их в смесь в миске. После этого я хорошенько взбиваю смесь.

Добавив сюда *слова Whenever I make this kind of batter, — Всякий раз, как я готовлю тесто,* — мы получаем выражение обычного (повторного) действия.

3. **Present Indefinite Tense** употребляется также в восклицательных предложениях, начинающихся с *here* и *there:*

Here he comes!

Here comes the bus!

There she goes!

There goes the bell!

В соответствующих повествовательных предложениях употребляется **Present Continuous Tense.**

He is coming.— Он идет.

The bell is ringing. — Звонок звонит.

The bus is coming. — Автобус подходит.

4. Глагол *continue* сам выражает длительность и поэтому не нуждается в специальной грамматической форме настоящего длительного. Он употребляется в **Present Indefinite Tense,** как и его синонимы , например *go on.*

The weather continues to be cold and wet/ The cold and wet weather continues.

Сравните : *It is still raining.*

The war goes on, with all its hardships and horrors.

Заметьте, что в другом значении глагол *go on* образует и длительную форму. Например: *What's going on here?*

5. Глаголы физического восприятия употребляются в **Present Indefinite Tense** даже когда они выражают ограниченное во времени действие или состояние.

Do you hear a strange noise? (Нельзя сказать: *Are you hearing a strange noise?)*

6. Многочисленные глаголы умственного восприятия и чувства также употребляются в простом настоящем. Выражаемые ими свойства не ограничены во времени и выходят за пределы момента речи.

He likes fish.

He knows French.

Надо твердо помнить, что **Present Continuous Tense** обозначает ограниченное во времени действие или состояние, находящееся в процессе совершения, действие незавершенное, но такое, окончание которого можно ожидать, как, например: *It is raining*. Это относится ко всем временам группы **Continuous**, которые выражают конкретное незавершенное действие или состояние, а отнюдь не обычное или повторное. Всегда подразумевается ограничение или предполагается, что наступил (наступит) конец действия (состояния).

2. Неограниченное время

1. Для того чтобы показать, что какое-либо общее утверждение в равной степени относится к прошлому, настоящему и будущему, употребляется простое настоящее (**Present Indefinite Tense**):

The sun shines during the day.

The river Nile runs in Central Africa.

Horses are animals.

Это примеры так называемых «вечных истин». Общие утверждения не столь беспредельного характера, охватывающие неопределенный период времени, простирающийся из прошлого в настоящее или даже в будущее, также выражаются при помощи простого настоящего времени.

Your sister speaks French well.

Mr. Green writes novels.

John prefers films to stage plays.

2. Простое настоящее употребляется также при ссылках на печатные источники.

It says in the Bible: "Thou shalt not steal".

The author of this book says that...

The newspaper says that it's going to be cold today.

Present Indefinite Tense в этих случаях указывает, что печатный источник, на который ссылаются, можно было найти в прошлом, можно найти и теперь и в будущем. Подразумевается, что написанное или напечатанное продолжает существовать. Поэтому, ссылаясь на письмо, мы также употребляем **Present Indefinite Tense**.

John says in this letter that he's enjoying his holidays.

Другое дело, когда мы цитируем сообщение, услышанное по радио.

The BBC weather report this morning said that we should have rain.

Радиопередача, в противоположность печатному тексту, сразу же перестает существовать.

3. В разговорной речи для выражения неограниченного времени пользуются глаголами *get* в **Present Perfect Tense.** *I've got* значит то же самое, что *I have*.

Present Perfect образуется при помощи вспомогательного глагола *to have* в форме настоящего времени (*have, has*) и причастия II *(Participle II)* смыслового глагола.

Has your father got a car?

What long hair you've got!

3. Повторение действия в настоящем

1. Есть несколько способов выражения таких действий и состояний. Для обозначения привычных действий употребляются обороты: **be in the habit of** + герундий или **have the habit of +** герундий.

He is in the habit (has the habit) of scratching his head when he is puzzled.

Are you in the habit of reading in bed?

2. Обычные и повторные действия выражаются глаголами в простом настоящем времени, часто с наречиями повторности (*Adverbials of frequency*)

The 2.00 train never stops at the station.
Mary often arrives at school late.
This periodical appeares once a week.
The child cries whenever she goes to the dentist's.

3. Глаголы в форме настоящего длительного времени с наречиями неопределенного времени *always, continually, constantly, perpetually, forever* употребляются для выражения часто повторяющихся действий, при этом высказывание имеет нередко оттенок досады или раздражения, или подчеркнутого внимания.

He's always grumbling.
His wife is always wanting money for new clothes.
Her husband is continually complaining of being hard up.

4. Для выражения действий, которые могут повторяться время от времени, употребляется также составное сказуемое, состоящее из модального глагола *can* (в прошедшем времени *could*) и инфинитива.

She can (could) be very sarcastic (charming , etc.).
Children can be a great nuisance.
The English climate can be pretty grim in winter.

4. Повторные действия в настоящем и будущем

1. Чтобы выразить возможность повторения или возобновления какого-либо уже наблюдавшегося в прошлом действия (состояния), употребляется сочетание глагола *will* с инфинитивом без частицы *to* (при таком сказуемом подлежащее не выражается местоимениями 1-го лица). Так обозначаются не обычные, регулярно повторяющиеся действия, а нерегулярные, происходящие лишь время от времени.

Sometimes the machine will break down without any apparent cause.
At times he will work for six or seven hours without stopping.

2. Это же сочетание с ударением на *will* обозначает неизбежность действия, неизменность, закономерность событий.

Accidents will happen.
Boys will be boys.

5. Повторные действия и состояния, ограниченные определенным промежутком времени

Когда мы хотим показать, что действие повторяется, повторялось или будет повторяться в течение определенного времени, но не может рассматриваться как обычное, регулярное или постоянное, следует употреблять настоящее длительное, прошедшее длительное и будущее длительное. Не смешивайте этот случай с другим употреблением длительных форм (обозначением действия в процессе совершения).

They usually have breakfast at eight o'clock, but this week, because Mr. Brown has to walk to the office instead of going by car, they're having breakfast at half past seven.

They usually have (простое настоящее) выражает действие обычное и регулярное, *they're having* (настоящее длительное) выражает действие, повторяющееся в течение ограниченного периода. Сравните с предложением *They are having breakfast now*, где настоящее длительное выражает действие в процессе совершения.

We're having very cold weather at present.
Сравните: *We usually have cold weather in January.*
We've been having a lot of rain lately.

6. Действия, предшествующие настоящему

1. Действия, начавшиеся в прошлом и продолжающиеся вплоть до настоящего момента.

Для выражения действий, которые совершались вплоть до настоящего времени и даже захватывают его, причем нет указания на определенный момент или период, употребляется преднастоящее (**Present Perfect Tense**).

She has often been to Berlin.

В этом предложении нет обстоятельств времени. Неизвестно, когда началось действие. Подразумевается период всей жизни человека, о котором идет речь.

Иногда употребляются обстоятельственные слова, указывающие, когда началось или сколько уже продолжается действие — *since, during* etc., а также наречия неопределенного времени (*often-never*). Чаще всего преднастоящее употребляется для вы-

ражения действий и переживаний, время совершения которых не представляет особый интерес или точно неизвестно, как это бывает во многих вопросах.

It has been known to snow here in May.

I have never known her to be angry.

Mr. White has been to Burma. (**Сравните:** *Mr. White has gone to Burma.*)

Этот пример иллюстрирует другой оттенок значения Present Perfect Tense, о котором говорится ниже. *Mr. White has been to Burma* значит, что он посетил когда-то Бирму, но в настоящее время не находится там. *Mr. White has gone to Burma* значит, что он сейчас находится в Бирме или на пути туда.

2. Действия или события, совершавшиеся в прошлом, результат которых ощущается в настоящем.

Present Perfect Tense также выражает сказывающийся в настоящем результат действий или событий, имевших место в прошлом, причем нас интересует именно настоящее. Дополнения в скобках к нижеследующим примерам указывают вероятный результат.

I've bought a copy of the»Concise Oxford Dictionary» (so now I possess this dictionary.)

Who has eaten all the cherries? (Who is to be blamed for the fact that there are now no cherries?)

3. Чтобы выразить действие или событие, которое началось в прошлом, продолжается в настоящем и, возможно, будет продолжаться в будущем, употребляется преднастоящее длительное (**Present Perfect Continuous**).

She has been waiting to see you since two o'clock.

The baby has been crying all morning.

I have been writing letters all afternoon. **Сравните:** *I have written half a dozen letters this afternoon.*

4. Преднастоящее длительное обычно указывает на то, что действие или состояние, о котором идет речь, все еще продолжается и может продолжаться в будущем. Эта глагольная форма употребляется иногда и для выражения уже закончившихся действий,

длительность и непрерывность которых необходимо подчеркнуть, например, для объяснения или оправдания. Следующие примеры иллюстрируют такое употребление **Present Perfect Continuous.**

Present Perfect Continuous образуется при помощи вспомогательного глагола *to be* в форме **Present Perfect** (*have been, has been*) и причастия I *(Participle I)* смыслового глагола.

I don't feel like going out this evening. I've been working in the garden all day.

The children have been playing tennis. That's why they're so hot.

5. Только что закончившееся действие можно выразить в соответствии с ходом нашей мысли либо глаголом в преднастоящем (**Present Perfect Tense**) с наречием *just — только что* (если мы связываем завершенное действие с настоящим моментом), либо глаголом в прошедшем времени (**Past Indefinite Tense**) с обстоятельственным выражением *a moment ago, a few moments ago* и т.п. (если наше сообщение целиком относится к прошлому). Заметьте, что наречие неопределенного времени *just* ставится между вспомогательным *(have, has)* и главным глаголом, внутри сказуемого, а обстоятельственное выражение *a moment ago* — в конце предложения:

It has just struck twelve.

The clock struck twelve a short time ago.

Mr. White has just rung (AmE — called/phoned).

Mr. White telephoned a few moments ago.

СПОСОБЫ ВЫРАЖЕНИЯ ПРОШЕДШЕГО ДЕЙСТВИЯ

В английском языке есть несколько способов выражения прошедшего действия:

— прошедшее неопределенное (простое) время (*Past Indefinite Tense*),

— прошедшее длительное время (*Past Continuous Tense*),

— прошедшее совершенное (предпрошедшее) время (*Past Perfect Tense*)

— прошедшее совершенное (предпрошедшее) длительное время (*Past Perfect Continuous*),

— настоящеее неопределенное (простое) время (*Present Indefinite Tense*),

— настоящее совершенное (преднастоящее) время (*Present Perfect Tense*),

— настоящее совершенное (преднастоящее) длительное время (*Present Perfect Continuous*).

Выбор того или иного способа выражения прошедшего действия зависит от законченности или незаконченности действия и его длительности.

Past Indefinite Tense

Это время употребляется:

1. Для выражения отдельных фактов (действий, состояний), имевших место в прошлом и не связанных с настоящим. В предложении часто имеется обстоятельственное слово, указывающее на прошлое (*yesterday, last night, last week, last month, the other day, in 1995*, etc.), а также сочетания с наречием *ago*: *an hour ago, two years ago, five minutes ago*, etc.). При отсутствии обстоятельств контекст или речевая (текстовая) ситуация показывает, что речь идет о прошлом:

He was born in 1976.
Harry came to see me yesterday.
I heard the news an hour ago.
The Greens lived in Ireland during the war.
Did you sleep well?

Роль указателя прошедшего времени могут выполнять также вопросительные наречия *when* и *how*:

When did you begin to study English?
How did it happen?

2. Для выражени ряда последовательных действий, совершенных в прошлом:

He woke at noon, got out of bed, washed, shaved, dressed, went downstairs, had breakfast, put his overcoat on, hurried to the bus stop, and caught a bus to the station.

3. Для выражениях повторных или обычных действий в прошлом, не связанных с настоящим:

When he was ill we went to see him every day.
Last summer I often played chess.

Примечание. Повторяющееся действие в прошлом может также быть выражено при помощи конструкций *used+infinitive, would+infinitive*:

In the evening we used to sit by the fire and listen to fairy-tales which our elder sister told us.
When he was a boy he would sleep in the open air.

Past Continuous Tense

Это время употребляется:

1. Для выражения действия, протекавшего в определенный момент или период прошедшего времени. Время действия обычно указывается обстоятельственным словами *at that time, at 10 o'clock, from 6 to 7*, etc.:

It was snowing all day yesterday.
Where were you living when the war broke out?
The sun was just setting as we reached home.

2. Когда нас интересует не столько момент или период свершения действия, сколько его протекание, сам процесс, причем несущественно, завершен он или нет:

What were you doing all morning?
The girls were making cakes this morning.

3. Когда мы хотим показать одновременность двух или более действий и подчеркнуть ограниченную длительность этих процессов:

While I was sowing seeds, Harry was digging up potatoes and George was picking plums.

Martha was cleaning the windows and Helen was polishing forks and spoons.

Past Perfect Tense

Это время употребляется:

1. Для выражения действия в прошлом, которое происходило и закончилось до другого прошедшего действия или до какого-либо момента или периода в прошлом:

The bus driver was just about to start when he remembered that he hadn't filled the tank.

2. *Past Perfect* употребляется преимущественно в сложных предложениях. Обычно глагол в главном предложении, выражающий какое-либо прошедшее действие, употребляется в форме Past Indefinite, а глагол в придаточном предложении выражает предпрошедшее действие, происходившее ранее первого действия, и употребляется в форме *Past Perfect*:

He thanked me for what I had done for him.

3. *Past Perfect* употребляется в сложноподчиненном предложении с союзами *before, after, until, as soon as, when,* где говорится о двух действиях, одно из которых предшествовало другому, с тем, чтобы было ясно, какое из двух событий или действий произошло раньше другого:

We got to the hall after the concert had started.

As soon as they had finished breakfast they ran out to play.

After he had had his supper he went to bed.

Примечание. В разговорной речи в этих случаях чаще употребляется форма *Past Indefinite:*

We got to the hall after the concert started.

4. Глаголы *hope, expect, think, intend, mean (намереваться), suppose, want* употребляются в форме *Past Perfect,* когда сообща-

ется, что надежда, намерение, желание и т.п. не осуществились:

We had hoped that you would be able to visit us.

The had wanted to help but couldn't get here in time.

Past Perfect Continuous Tense

Это время обозначает длительное действие, которое началось до какого-то момента в прошлом и продолжалось вплоть до того момента. ***Past Perfect Continuous Tense*** малоупотребительно. Типичными являются следующие примеры:

I was very tired when I went to bed for I had been working hard all day.

The news did not surprise me for I had been expecting it for some time.

Present Indefinite Tense

Это время иногда употребляется для выражения завершенных в прошлом действий, чтобы более живо и наглядно представить прошедшее событие (так называемое «историческое настоящее»):

The messenger arrives with news of the disaster, at once preparations are made to send relief to the victims of the flood. Boxes of food and bundles of clothing are loaded on to the lorries…

Историческое настоящее время нередко употребляется в разговорной речи, чтобы придать большую динамичность рассказу о прошлом:

So she goes up to the policeman. "There's a burglar in my house!" she says. "Are you sure of that?" asks the policeman. "Yes", she says. So the policeman goes to her house and starts looking for the burglar.

Present Perfect Tense

Это время обозначает прошедшее действие, результат которого находится в настоящем и которое не приурочено к какому-либо определенному моменту прошедшего времени. *Present Perfect* употребляется:

1. В предложениях без каких-либо обстоятельств времени:

I'm glad you have dropped.

He has been to Amsterdam.

2. В предложениях с наречиями и обстоятельственными фразами неопределенного времени *already, ever, never, always, several times, rarely, just, yet, etc.*:

Have you ever read "David Copperfield?"

I have never known her to be angry.

3. В предложениях с обстоятельственными словами и наречиями определенного времени в тех случаях, когда указанный период времени еще не закончился к моменту речи (*today, this morning, this week/month/year, all day*):

I haven't seen her today.

I've worked hard all day.

При этом, нельзя забывать, что с обстоятельствами прошедшего времени употребление *Present Perfect* невозможно:

Я видел его сегодня. — I've seen him today.

Но:

Я видел его час назад. — I saw him an hour ago (хотя речь идет об одном и том же событии в прошлом).

4. Для выражения только что закончившегося действия, если говорящий связывает завершенное действие с настоящим моментом. В таких предложениях часто имеется наречие неопределенного времени *just*:

George has just gone out.

It has just struck twelve.

5. В предложениях с обстоятельствами времени, указывающими на период, в течение которого происходило действие, начиная с какого-то момента прошедшего времени и вплоть до настоящего момента (обстоятельства типа *lately, for a long time, how long, so far, up to now, up to the present, for the past two hours/days/months/years, etc.*):

I haven't seen you for ages.

Where have you been all this time?

So much has happened since I saw you last.

Present Perfect Continuous Tense

Это время употребляется:

1. Чтобы выразить действие или событие, которое началось в прошлом, продолжается в настоящем и, возможно, будет продолжаться в будущем:

It has been raining since early morning.

She has been waiting to see you since 2 o'clock.

2. Для выражения уже закончившихся действий, длительность и непрерывность которых необходимо подчеркнуть (например, для объяснения или оправдания):

I don't feel like going out this evening. I've been working in the garden all day.

Please excuse my dirty clothes, I've been tidying the room.

The children have been playing tennis. That's why they are so hot.

СПОСОБЫ ВЫРАЖЕНИЯ БУДУЩЕГО ДЕЙСТВИЯ

В английском языке есть несколько способов для выражения будущих действий и состояний: помимо будущих времен употребляются формы настоящего времени, а также различные конструкции и обороты. Выбор осложняется тем, что необходимо принимать во внимание дополнительные смысловые оттенки (вероятность, намерение, неизбежность и т.д.). В целом, можно говорить о следующих имеющихся в английском языке способах передачи будущего действия:

— *Future Indefinite Tense,*
— *Present Indefinite Tense,*
— *Future Continuous Tense,*
— *Present Continuous Tense,*
— *to be going to + verb,*
— *to be to + infinitive,*
— *Future Perfect Tense,*
— *Present Perfect Tense,*
— *Future Perfect Continuous Tense,*
— *Future-in-the Past.*

Future Indefinite Tense

Когда эти дополнительные оттенки отсутствуют, то есть когда в предложении будущее действие не зависит от воли говорящего, то можно говорить о «чистом будущем», для передачи которого используется Future Indefinite Tense:

The holidays will soon be here.
My father will be 55 in June.

Мы также используем Future Indefinite Tense, когда:

а) решаем сделать что-то в момент говорения:
I'm too tired to walk home. I'll take a taxi;
б) предлагаем что-то сделать:
That bag looks heavy. I'll help you with it.
в) соглашаемся или отказываемся что-либо сделать:
You know that book I lent you? Can I have it back? — Of course. I'll bring it back this afternoon.

г) обещаем что-либо сделать:
I won't tell him what you said. I promise.

Употребление глаголов SHALL и WILL в первом лице

Традиционно считалось и считается, что в первом лице единственного числа употребление глагола *will* используется для выражения намерения:

I will wait for you = I intend to wait for you,

в то время как глагол *shall* используется тогда, когда значение намерения отсутствует, то есть когда речь идет о действиях, не зависящих от желания/намерения говорящего:

I shall be 25 next week.
We shall know the results next week. (It will be in the papers).
Unless the taxi comes soon we shall miss our plane.
I shall see Tom tomorrow (we go to work on the same train).

Подобное употребление *shall* и сейчас есть в официальной речи, но не характерно для разговорного английского языка. Вместо этого, как правило, используется *will:*

I will be 25 next week.
We'll know the results tomorrow.
Unless the taxi comes soon we'll miss our train.

Тем не менее, иногда употребление *will* может изменить значение предложения. Так, если во фразе *I shall see Tom tomorrow* заменить *shall* на *will*, мы получим фразу *I will see Tom tomorrow*, которую можно понять как выражение намерения. Чтобы избежать подобной двусмысленности, используется будущее длительное время:

I'll be seeing Tom tomorrow.

Также, полезно помнить о том, что *shall* используется в вопросах, когда говорящий предлагает сделать что-либо или ждет указаний:

Shall we take a taxi?
What shall I do with your mail?

Обратите внимание на появление *shall* в расчлененном вопросе с глаголом *let:*

Let's go, shall we?

Указанные случаи употребления *shall* характерны для обоих (и британского, и американского) вариантов английского языка. Об употреблении модальных глаголов *shall* и *will* см. раздел «Модальные глаголы».

Present Indefinite Tense

1. Когда будущее действие является частью установленного нами плана, мы используем простое настоящее время, в основном — с глаголами движения:

I leave for Dublin tomorrow.
The «Queen Mary» sails for New York on Monday afternoon.
Professor Black retires next year.

2. В придаточных предложениях времени и условия после союзов *when, till, until, before, after, as long as, while, in case, on condition that, provided that, etc.* времена группы Future не употребляются; поэтому вместо *Future Indefinite Tense* употребляется его коррелят из группы настоящих времен — *Present Indefinite Tense*:

What shall we do if it rains on the day set for the sports events?
You'll never save any money as long as you are so extravagant.

Примечания. 1. Само наличие в придаточном предложении указанных союзов еще не говорит о том, что перед нами — придаточное времени или условия, так как эти же союзы могут вводить косвенные вопросы, которые являются придаточными изъяснительными и в которых нет ограничения на употребления времен группы Future:

I do not know when she will be back.

2. В придаточных предложениях нереального условия употребляются формы сослагательного наклонения, описанию которых посвящен специальный раздел (см.с. 78).

Future Continuous Tense

Для выражения действия или события, которое захватывает какой-то момент или период в будущем, употребляется будущее длительное время:

In a few days I will be enjoying the sunshine of West Africa instead of shivering here in an English winter.
Harry will be doing his military service next year.

Present Continuous Tense

Для того, чтобы показать, что событие, о котором идет речь, намечено осуществить в ближайшем будущем, употребляется настоящее длительное время:

I'm seeing Green at my club tonight.

Оборот to be going to + verb

Чтобы выразить намерение или предположение, обычно употребляется оборот *to be going to*:

I'm going to work harder next term.
I think I'm going to have the flu.
This table is going to collapse one of these days; the legs are very weak.

Сюда же можно отнести обороты *to be on the point of, to be about to: It's about to rain.*

to be to + infinitive

Сочетание форм глагола *to be to* с инфинитивом смыслового глагола используется для выражения будущих действий, которые намечено произвести теми, кого они касаются, или другими лицами, либо осуществляется в соответствии с планом, соглашением и т.п.:

We are to be married in May.
The new building is to be ten stories high.

Примечание. Будущее действие можно также выразить оборотом, состоящим из именного составного сказуемого с прилагательными sure, certain в функции предикативного члена и инфинитива с частицей *to*:

It's sure to rain.
They're certain to need help.

Future Perfect Tense

Будущее завершенное время («прошедшее в будущем») используется для обозначения действий, которые будут продолжаться вплоть до какого-то момента или периода в будущем, возможно — захватывая этот момент или период. Если простое будущее (*Future Indefinite Tense*) указывает лишь на время совершения действия, то будущее завершенное время подчеркивает завершенность действия и его результат:

By this time next year, I will have crossed three oceans and (will) have seen four or five continents.

Примечание. В придаточных предложения времени и условия, требующих по смыслу употребления будущего завершенного времени, употребляется настоящее завершенное время *(Present Perfect Tense)*:

I'm not going till you have answered me.

Future Perfect Continuous Tense

Когда нужно выразить длительность или непрерывность будущего завершенного действия, употребляют будущее завершенное длительное время:

When George gets his degree he will have been studying at Oxford for four years.

Future-in-the Past

В косвенной речи для выражения действия, являющегося будущим по отношению к моменту речи в прошлом, используется специальная группа времен *Future-in-the Past*.

1. Future Indefinite-in-the Past — для выражения простого действия:

He said he would phone me.

2. Future Continuous-in-the Past — для выражения действия, происходящего в определенный момент времени в будущем:

I felt sure the children would be sleeping when we came back.

3.Future Perfect-in-the Past — для выражения действия, законченного до определенного момента в будущем:

I wondered whether they would have finished the work by the evening.

4. Future Perfect Continuous-in-the-Past — для выражения законченного действия, длившегося до определенного момента в будущем:

I wondered how long they would have been waiting for me before I was free.

Примечание. Как уже отмечалось, в виду запрета на формы будущего времени в придаточных предложениях времени и условия будущие действия в таких придаточных обозначаются с помощью одного из настоящих времен. Но когда такие предложения попадают в контекст прошедшего времени (при пересказе, например), то формы настоящего времени, в свою очередь, заменяются соответствующей формой одного из прошедших времен. Таким образом, в этих случаях *будущее действие* выражается с помощью *прошедшего времени*:

*If he comes we will go there. — I said if he **came** we should go there.*

СТРАДАТЕЛЬНЫЙ ЗАЛОГ

1. Категория залога

Грамматическая категория залога выражает различную направленность действия по отношению к носителю глагольного признака (грамматическому субъекту, или подлежащему предложения). Грамматическим субъектом может быть как лицо (или предмет), совершающее действие (*I tell*), так и лицо или предмет, на которое действие направлено (*I was told*). В соответствии с этим в английском языке различают два **залога: действительный** и **страдательный.**

Глагол-сказуемое употребляется в форме действительного залога, если подлежащее совершает действие. Если же подлежащее обозначает лицо или предмет, на которое направлено действие, то глагол употребляется в форме страдательного залога. Сравните:

Действительный залог	Страдательный залог
*1.Somebody **stole** my bag in the shop.*	*1. My bag **was stolen** in the shop.*
*2. The bill **includes** service.*	*2. Service **is included** in the bill.*

Категория залога тесно связана с синтаксисом предложения. Взаимоотношение действительного и страдательного залога на синтаксическом уровне может быть представлено следующим образом:

Подлежащее	Глагол-сказуемое	Дополнение
Somebody	stole	my bag
My bag	was stolen	by somebody

Предложение со сказуемым, выраженным глаголом в действительном залоге, называется **действительным оборотом**; а предложение со сказуемым, выраженным глаголом в страдательном залоге, — **страдательным оборотом.**

Сопоставление действительного оборота с параллельным ему страдательным оборотом показывает следующее:

1) дополнение действительного оборота (*my bag*) становится подлежащим в страдательном обороте;

2) глаголу в действительном залоге (*stole*) соответствует глагол в страдательном залоге в том же времени (was stolen);

3) подлежащее действительного оборота (*somebody*) становится в страдательном обороте дополнением с предлогом *by*, соответствующим в русском языке дополнению в творительном падеже без предлога.

Дополнение с by часто отсутствует в страдательном обороте:

The problem was solved.

После глагола в страдательном залоге употребляется также дополнение с предлогом *with* для выражения орудия (инструмента), при помощи которого совершается действие:

The paper was cut with a knife.

Сказуемому действительного оборота, выраженному сочетанием одного из модальных глаголов (*must, can, could, may, might, should, ought to, to have to, to be to, etc.*) с инфинитивом действительного залога, соответствует в страдательном обороте сочетание модального глагола с инфинитивом страдательного залога (образование инфинитива в страдательном залоге см. раздел «Инфинитив» и «Неличные формы глагола»):

Действительный оборот	Страдательный оборот
1. We must clean the room today.	1.The room must be cleaned today.
2. You can buy this book in any bookshop.	3.This book can be bought in any bookshop.
3. She is to do this job by the end of the week.	3. This job is to be done by the end of the week.

2. Переходные и непереходные глаголы

В английском языке, как и в русском, одни глаголы могут иметь при себе прямое дополнение, а другие — нет. Глаголы, имеющие при себе прямое дополнение, называются **переходными**:

I begin my work at 8 o'clock.

He has changed the end of the novel.

Глаголы, которые не могут иметь при себе прямого дополнения, называются **непереходными**:

The library opens at 10 o'clock.
His pronunciation has improved.

Примечание. Необходимо иметь в виду, что критерии переходности/ непереходности глагола в русском и английском языке разные: в русском мы определяем переходный глагол по форме падежа дополнения и отсутствию предлога; в английском же единственным критерием является отсутствие предлога. Кроме того, многие глаголы в английском языке могут употребляться и как переходные, и как непереходные.

В русском языке только переходные глаголы употребляются в страдательном залоге, и при этом только прямое дополнение действительного оборота может стать подлежащим параллельного ему страдательного оборота.

В английском же языке не только прямое, но беспредложное косвенное дополнение может стать подлежащим страдательного оборота. Кроме того, многие непереходные глаголы, требующие предложного дополнения, употребляются в страдательном залоге:

Grandparents took care of the girls. — The girls were taken care of by the grandparents.

Из переходных глаголов только некоторые глаголы, выражающие значение отношения, не встречаются в форме страдательного залога: *to lack, to become, to fit, to suit, to resemble.*

3. Образование форм страдательного залога

Форма страдательного залога — аналитическая: она образуется при помощи вспомогательного глагола *to be* в соответствующем времени и *причастия II (Participle II)* смыслового глагола. При спряжении глагола в страдательном залоге изменяется только глагол *to be*, смысловой глагол во всех временах имеет одну и ту же форму — причастие II (*Participle II*).

	Present	Past	Future	Future-in-the-Past
Indefinite	The room is cleaned	The room was cleaned	The room will be cleaned	The room would be cleaned
Continuous	The room is being cleaned	The room was being cleaned	_____	_____
Perfect	The room has been cleaned	The room had been cleaned	The room will have been cleaned	The room would have been cleaned
Perfect Continuous	_____	_____	_____	_____

При образовании отрицательной формы частица *not* ставится между вспомогательным глаголом и смысловым глаголом в форме причастия II: *The room is not cleaned.* Если вспомогательный глагол употреблен в сложной форме, то отрицательная частица ставится после первого вспомогательного глагола: *The room has not been cleaned.*

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим: *Is the room cleaned?* Если вспомогательный глагол употреблен в сложной форме, то только первый вспомогательный глагол ставится перед подлежащим: *Will the room be cleaned?*

4. Употребление страдательного залога

Страдательный залог может быть использован без указания на производителя действия. В таких случаях производитель действия либо неизвестен, либо его упоминание несущественно или нежелательно:

George was sent to America in August.
The mansion was built two centuries ago.

Страдательный залог может быть использован и с указанием на производителя действия, который в таком случае, как правило, существен для смысла предложения:

They were thus introduced by Holly.
The fire could have been caused by an electrical fault.

Что касается употребления конкретных времен глагола в страдательном залоге, то они употребляются согласно тем правилам, что и соответствующие им формы действительного залога

(см. раздел «Видо-временные формы глагола»). Правда, как видно из таблицы времен, не все времена действительного залога (их 16) имеют свои соответствия в страдательном залоге, который насчитывает только 10 временных форм Поэтому вместо формы *Future Continuous (Future-in-the Past Continuous)* употребляется форма *Future Indefinite Passive (Future-in-the Past Indefinite Passive)*:

Come in the evening. The problem will be discussed at that time.

Так как группа времен *Perfect Continuous* полностью отсутствует в страдательном залоге, то вместо времен этой группы употребляются соответствующие времена группы *Perfect Passive:*

The car has been repaired for three hours.

The car had been repaired for three hours when its owner came.

5. Особенности употребления страдательного залога в английском языке

1. При наличии у переходных глаголов двух дополнений — прямого и беспредложного косвенного — оба могут стать подлежащими страдательного оборота, то есть одному действительному обороту будут соответствовать два параллельных страдательных. При этом страдательный оборот с подлежащим, соответствующим беспредложному косвенному дополнению, — более употребительный:

They showed me their house. — Their house was shown to me.
I was shown their house.

2.Непереходные глаголы, требующие предложного дополнения, могут употребляться в страдательном залоге. Предложное дополнение становится подлежащим страдательного оборота, при этом предлог сохраняет свою позицию после глагола:

They commented upon his behaviour. — His behaviour was commented upon.

3. В страдательном залоге могут также употребляться некоторые глагольные фразеологические единицы, требующие предложного дополнения (*to find fault with, to lose sight of, to make fun of, to pay attention to, to take notice of, to take care of, etc.*):

The children were taken no notice of.

This guy is often made fun of.

The discussion was put an end to by his sudden arrival.

4. Подлежащее страдательного оборота соответствует в русском языке обстоятельству. Это случаи, когда глаголы *to live, to sleep* используются с предлогом *in:*

The bed was not slept in.

The house is not lived in.

5. В целом ряде случаев переходным глаголам соответствуют русские непереходные глаголы (например, таким как *to answer, to assist, to attend, to follow, to help, to join, to need, to watch, etc.*). Образование страдательных оборотов с такими глаголами вполне возможно, в то время как русские эквиваленты данных глаголов могут употребляться только в действительном залоге:

The lecture is attended by a great number of students.	На лекции присутствует большое количество студентов.
He was helped by his parents.	Его родители помогли ему.

При отсутствии в предложении дополнения с *by* страдательные обороты переводятся на русский язык неопределенно-личными предложениями:

All his experiments were followed with interest.	За всеми его экспериментами с интересом наблюдали.
Your help is not needed.	В твоей помощи не нуждаются.

6. Страдательные обороты с формальным подлежащим *it*

Обороты, состоящие из местоимения *it* и глагола в страдательном залоге (*it is said, it is reported, it was said, it was reported, etc.*) соответствуют в русском языке глаголам в 3-м лице множественного числа с неопределенно-личным значением: *говорят, сообщают, говорили, сообщали и т.д. It* играет роль формального подлежащего и не имеет самостоятельного значения:

It is reported that two people have been seriously injured in the accident.

It is expected that the government will lose the elections.

Сложноподчиненное предложение такого типа можно заменить эквивалентным ему по смыслу простым предложением с оборотом «именительный падеж с инфинитивом»:

It is said that three men were arrested after the explosion. = *Three men are said to have been arrested after the explosion.*

Примечание. Подробнее оборот «Именительный падеж с инфинитивом» рассматривается в разделе «Предикативные конструкции».

7. Способы перевода страдательных оборотов на русский язык

А. Страдательный оборот может быть передан при переводе на русский язык следующим образом:

1) кратким страдательным причастием прошедшего времени (со вспомогательным глаголом или без него);

2) глаголом на *-ся* в соответствующем времени, лице и числе;

3) глаголом в действительном залоге в соответствующем времени, 3-м лице множественного числа, являющемся частью неопределенно-личного предложения:

1. Her new novel will be translated into German. — Ее новый роман переведут на немецкий язык. Ее новый роман будет переведен на немецкий язык.

2. This restaurant was opened 2 months ago. — Этот ресторан был открыт 2 месяца назад. Этот ресторан открылся два месяца назад.

3. The football game is cancelled. — Футбольный матч отменили. Футбольный матч отменен.

Примечание. При переводе английских предложений с глаголом в страдательном залоге часто используют обратный порядок слов (русское предложение начинается с подлежащего):

A new bridge is being built in our city.— В нашем городе строят новый мост.

Подробнее о различии в порядке слов русского и английского предложения см. раздел «Порядок слов в английском языке».

Б. Дополнение с предлогом *by*, если оно имеется в английском предложении, может быть переведено на русский язык следующим образом:

1) существительным в творительном падеже при сохранении формы страдательного залога у сказуемого;

2) существительным в именительном падеже или местоимением, при этом английский страдательный залог передастся действительным залогом в русском языке:

The watch was given to the boy by his father. — Часы мальчику дал его отец.

СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ

Сослагательное наклонение — это грамматическая категория, противопоставленная изъявительному наклонению и употребляющаяся для выражения неуверенности и нереальности. Нереальные действия, выражаемые сослагательным наклонением, могут рассматриваться как желательные, воображаемые, возможные, предполагаемые и противоречащие реальности.

В современном английском языке немного специальных сослагательных форм, поэтому для выражения нереальных действий используются различные формы глагола. В систему сослагательного наклонения входят 3 ряда форм: **аналитические, синтетические**, а также некоторые **формы изъявительного наклонения**. Связано это с тем, что в современном английском языке старая — древнеанглийская — система форм сослагательного наклонения практически разрушена, а новая еще полностью не сложилась.

1. Синтетические формы

В современном английском языке остались только два времени от старой системы сослагательного наклонения. Это ***Present Subjunctive*** и ***Past Subjunctive.***

The Present Subjunctive используется для использования нереальных действий в настоящем, прошедшем и будущем и имеет форму инфинитива без частицы *to* для всех лиц и чисел:

*We suggest that he **leave** soon.*
*He required that all **be kept** secret.*
*They are demanding that we **pay** now.*

В отрицательной форме *not* стоит перед глаголом, хотя с глаголом *to be* отрицательная частица может стоять как в препозиции, так и в постпозиции:

*He requested that she **not embarrass** him.*
*He requested that his name **be not/not be brought** into disrepute.*

The Present Subjunctive используется:

1) в восклицаниях для выражения пожелания или надежды, а также в устойчивых выражениях:

*God **bless** you!*

*Heaven **help** us!*
Curse this fog!

В некоторых случаях наблюдается инверсия:

*Long **live** the Queen!*
*Far **be** it from me to interfere!*

2) в придаточных предложениях условия, уступки, подлежащных, предикативных, дополнительных, определительных (в основном в книжной речи, поэзии):

*If this **be** error, and upon me proved (Shakespeare).*
*Though the heart **be** still as loving (Byron).*
*If need **be** we can always bring another car.*

The Past Subjunctive часто называют еще *were-Subjunctive*, так как *were* — это единственная сохранившаяся форма этого времени сослагательного наклонения, используемая для всех лиц и чисел. У всех остальных глаголов, кроме глагола *to be*, форма *Past Subjunctive* отсутствует.

Эта форма используется для обозначения нереальных действий в настоящем и будущем (не в прошедшем!) в придаточных дополнительных, сравнительных, предикативных и условных:

*If I **were** young again!*
*Suppose this **were discovered**.*
*I'd rather it **were concealed**.*

В неформальной речи *were-Subjunctive* часто заменяется формой *was*. Однако предпочтительно употребление *were* в нормативной речи. Также *were* не заменяется на *was* в фразе *If I were you* и в устойчивом выражении *as it were (He's the captain of the ship, as it were)*.

2. Аналитические формы

Аналитические формы можно подразделить на три группы в соответствии с их использованием и функцией:

1. *should + infinitive* (для 1 лица ед. и мн.числа),
would + infinitive (для остальных лиц и чисел);

Как видно, эти формы совпадают с формами *Future-in-the-Past* изъявительного наклонения. Они могут быть использованы как в простом, так и в придаточном предложениях. Часто *would* исполь-

зуется вместо *should* и для 1 лица ед. и мн.числа — так же как *will* используется вместо *shall* в изъявительном наклонении (подробнее см.с.39):

*I **would help** you if you needed my help.*

2. *should + infinitive* (для всех лиц и чисел):

*It is important that all the students **should be informed** about it.*

Напомним, что в американском варианте английского языка формы с *should* практически не употребляются — вместо них используется *Present Subjunctive.*

3. *may/might + infinitive*
can/could + infinitive
would + infinitive.

В этом случае модальные глаголы *(can, may, would)* сохраняют свое первоначальное модальное значение:

*I wish I **could help** you (ability).*
*If you **would agree** to visit him (wish).*
*However much you **may argue** he is a mean man (possibility).*

3. Формы изъявительного наклонения

Для передачи нереальных действий используются также 4 формы изъявительного наклонения (в некоторых учебниках их называют формами, совпадающими с формами изъявительного наклонения, но для практического применения этих форм это не существенно): формы *Past Indefinite, Past Continuous* используются для обозначения нереальных действий в настоящем или будущем (или одновременных действий — в зависимости от типа придаточного предложения, о чем см. ниже); формы *Past Perfect, Past Perfect Continuous* используются для обозначения нереального действия в прошлом (или предшествующего действия):

*If it **rained** now.*
*If it **had rained** last month.*

Из указанных четырех форм преимущественно употребляются *Past Indefinite* и *Past Perfect.*

Таким образом, все глагольные формы, используемые в английском языке для передачи нереального действия, можно представить в виде следующей таблицы:

Синтетические формы	Аналитические формы	Формы изъявительного наклонения
1.Present Subjunctive (инфинитив без частицы to) 2. Past Subjunctive (were)	1. should/would + infinitive 2. should + infinitive 3. modal verb + infinitive	1. Past Indefinite 2. Past Continuous 3. Past Perfect 4. Past Perfect Continuous

Использование сослагательного наклонения в различных типах придаточных предложений

Поскольку основной сферой использования форм сослагательного наклонения в современном английском языке являются придаточные предложения, то использование различных глагольных форм удобно рассматривать по типам придаточных. При этом, необходимо иметь в виду, что одни и те же глагольные формы в разных типах придаточных предложений могут иметь разное значение.

1. Придаточные предложения изъяснительные (Object clause)

1. После глаголов, выражающих *предположение (suggest, propose, recommend, advise, move), приказ (order, insist, command, demand, require, urge), просьбу (request, appeal, beg),* а также некоторых других используется конструкция *should + infinitive* или *Present Subjunctive:*

*Tom suggested that I **(should) sell** the house.*
*He arranged that I **(should) study** with his own children.*
*He urged that the committee **(should) buy** the site.*

2. После выражений *don't know why, see no reason why, can't think why, etc.* используется форма *should + infinitive:*

*I don't know why you **should think** that I did it.*

После глаголов, выражающих сомнение (*to doubt, to disbelieve, to have doubts, etc.*) может употребляться *Past Subjunctive:*

*I doubted if it **were** possible.*

3. После глаголов, выражающих страх, опасение *(to fear, to be afraid, to be terrified, to be anxious, to worry, to tremble, to dread, to be troubled, etc),* могут быть использованы две формы, в зависимости от союза, который вводит придаточное предложение:

а) после союза *that* или при отсутствии союза используется конструкция *may/might + infinitive:*

*They trembled (that) they **might be discovered**.*
*They fear (that) they **may forget** about it.*

б) после союза *lest* используется форма *should + infinitive:*
*He was terrified lest he **should slip** on the icy rocks.*

Необходимо помнить, что союз *lest* включает в себя отрицание, поэтому отрицание при сказуемом в таких случаях не требуется. Кроме того, данный союз носит исключительно книжный характер и не встречается в обычной разговорной речи.

4. После глагола *wish* и выражений *I would rather, I had rather, I would sooner* могут использоваться различные формы глагола, в зависимости от времени действия. Если действие придаточного предложения является одновременным с действием главного, то используются формы *Past Indefinite, Past Continuous, Past Subjunctive.* После *I'd rather* возможно употребление *Present Subjunctive:*

*I wish I **knew** it (= I don't know it).*
*I wish you **had** time (= I'm sorry you have no time).*
*He wished he **knew** it (= He was sorry he did not know it).*

Выражения *would rather/sooner* используются тогда, когда лицо, выражающее предпочтение, не является исполнителем действия:

*She wants to fly but I'd rather she **went (go)** by train.*

Если действие придаточного предшествует действию главного предложения, используется форма *Past Perfect:*

*I wish he **hadn't gone** (=I'm sorry he went).*
*I wish you **hadn't told** him (=I'm sorry you told him).*

С целью выразить просьбу или желание, чтобы кто-либо сделал что-то, используется конструкция *would + infinitive:*

*I wish it **would stop** raining.*
*I wish someone **would answer** that telephone.*

Обратите внимание, что подлежащие в главном и придаточном — разные лица.

Также возможно использование форм *can/could, may/might + infinitive:*

*I wish you **could help** me (=I'm sorry you can't help me).*

2. Придаточные предложения подлежащие (Subject clauses)

В данных придаточных типа *it is/was + adjective* употребляется форма *should + infinitive* или *Present Subjunctive.* Часто используемые прилагательные: *necessary, advisable, essential, natural, better, vital, important, right, fair, just, reasonable, strange, odd, surprising, ridiculous, amazing, annoying, absurd, etc.:*

*It is essential that he (**should**) **hear** it from you.*
*It is ridiculous that we (**should**) **be** short of water in a country where it is always raining.*

Перфектный инфинитив может употребляться при ссылке на прошедшие события:

It is amazing that she should have said nothing about the murder.
(AE: It is amazing that she said nothing about the murder.)

3. Придаточные предложения цели (Adverbial clause of purpose)

В придаточных предложениях цели форма глагола зависит от союза, вводящего придаточное предложение.

После союзов *that, so that, in order that, so* используются формы *may/might, can/could + infinitive.* Если действие в главном предложении относится к прошлому, используются *might, could.* Если действие в главном предложении относится к настоящему или будущему, то возможна любая форма вспомогательного глагола:

*We moved to London so that we **could visit** our friends more often.*
*He's learning English so that he **can study** in the United States.*

После союза *lest* используется конструкция *should + infinitive:*

*He dared not spent the money lest someone **should ask** where he had got it.*
*(AE: He dared not spent the money lest someone **ask** where he had got it.)*

4. Придаточные предложения уступки (Adverbial clause of concession)

Придаточные предложения уступки присоединяются к главному предложению союзами *though, although, even if, however, whenever, whatever, whoever, etc.,* а также сочетаниями *no matter how, no matter when.*

В таких придаточных для выражения предполагаемых действий,

относящихся к настоящему или будущему, используется конструкция *may + infinitive*. Возможно также употребление форм *Present Subjunctive* (часто в поэзии):

*However frightened you **may be** yourself you must remain outwardly calm.*

*Though he **ask** a thousand times the answer will still be no.*

Для выражения действий, относящихся к прошлому, используются формы *may + prefect infinitive, might + infinitive:*

*No matter how he **might try** he couldn't do it.*

При отсутствии союза возможна инверсия:

*Come what **may** we shall remain here.*

*Tired as he **might be** he continued on his way.*

5. Придаточные предложения сравнения (Adverbial clause of comparison)

Если действие в придаточном предложении происходит одновременно с действием в главном, то используется форма *Past Indefinite* или *Past Subjunctive:*

*He behaves as if he **owned** the place (but he doesn't own it).*

*He orders me about (AmE — around) as if I **were** his wife (but I am not).*

*He talked as if he **knew** where she was.*

Если же действие в придаточном предложении предшествует действию в главном, то используется форма *Past Perfect:*

*He talks about Rome as though he **had been** there (but he hasn't been there).*

6. Придаточные предложения — именная часть сказуемого (Predicative clause)

1.Данные придаточные вводятся такими же союзами, как и придаточные сравнительные, но стоят после глаголов-связок (а не полнозначных глаголов) *to be, to seem, to look, to feel, to taste, to smell, etc.* Формы глагола — те же, что и в придаточных сравнения: для одновременных действий — *Past Indefinite/Past Subjunctive,* для предшествующих действий — *Past Perfect:*

*He looked as if he **were** ill.*

*He looks as if he **had been** ill.*

2. В придаточных предложениях типа *My idea was that we (should) go there,* где подлежащее — абстрактное существительное, выражающее пожелание, страх, предложение, сомнение, неуверенность и т.д., в придаточном используется форма *should + infinitive* или Present Subjunctive:

*His suggestion was that we(**should**) **stop** and have a look round the castle.*

7. Придаточные предложения определительные (Attributive clause)

1.В определительных придаточных, относящихся к абстрактным существительным, используются те же формы, что и в *Predicative clause: should + infinitive/Present Subjunctive:*

*Your advice that we (**should**) **wait** till next week is reasonable.*

2. В определительных придаточных, относящихся к существительному *time* (в выражениях типа *it is time, it is high time*), используется *Past Subjunctive* или формы *изъявительного наклонения:*

*It is time we **went.***

В этой же ситуации возможно использование конструкции for + Infinitive:

*It is time **for us to go**.*

Существует разница в значении: конструкция с инфинитивом подразумевает, что нужное время подошло, в то время как форма сослагательного наклонения показывает, что уже немного поздно:

It's time for you to start earning your own living (the proper time has arrived).

It's time you started earning your own living (you have passed the usual age for starting work).

Примечание. Наиболее употребительным типом придаточных предложений, в котором чаще всего используются формы сослагательного наклонения, являются придаточные предложения условия (*Adverbial clauses of condition*), которым посвящен специальный раздел «Условные предложения».

ПРИДАТОЧНЫЕ ПРЕДЛОЖЕНИЯ УСЛОВИЯ

Условные придаточные предложения выражают условие, необходимое для совершения действия в главном предложении, и вводятся союзами *if, unless, suppose, supposing (that), in case (that), on condition (that), provided (that)*. Условие, необходимое для совершения действия в главном предложении, может быть реальным или нереальным:

He will come tomorrow unless he leaves for Moscow.
Can I have this book to read if it is interesting?
If I were you I would accept this offer.

Условные придаточные предложения первого типа

Когда условие действия главного предложения рассматривается говорящим как реальный факт, то сказуемое и главного, и придаточного предложений выражено глаголом в изъявительном наклонении и в соответствующем времени. Такие предложения традиционно называются условными придаточными первого типа. При этом следует помнить, что если реальное условие относится к будущему времени, то вместо требуемых по смыслу форм *Future*, в связи с запретом на употребление будущего в условных придаточных, употребляется соответствующая форма из группы *Present:*

	Главное предложение	Придаточное предложение
Past	We applied the new method	if conditions were favourable
Present	We apply the new method	if conditions are favourable
Future	We shall [1] apply the new method	if conditions are favourable

Условные придаточные предложения второго типа

Когда условие действия главного предложения рассматривается говорящим как нереальное или маловероятное, то сказуемое и главного, и придаточного предложений выражено глаголом в сослагательном наклонении. При этом, в русском языке, где существует только одна форма сослагательного наклонения, временная соотнесенность нереального действия выражается лишь с помощью наречий времени:

Если бы обстановка позволила, мы испытали бы прибор (вчера, сегодня, завтра).

В английском языке разная временная отнесенность нереального условия выражается с помощью разных форм сослагательного наклонения; условные предложения, выражающие нереальное условие (и следствие — в главном) в *настоящем или будущем времени,* называются **условными придаточными второго типа.** В таких предложениях сказуемое придаточного выражается формой сослагательного наклонения *Past Indefinite/Past Subjunctive,* а в главном предложении используется конструкция *should/would + infinitive:*

	Придаточное предложение	Главное предложение
Настоящее	If the situation permitted	we should test this device
Будущее	If the situation permitted	we should test this device

Обратите внимание еще раз на то, что формы сослагательного наклонения при выражении нереального условия в настоящем и будущем *совпадают*, и определить временную отнесенность можно только при наличии обстоятельств времени или контекста.

Кроме того, в главном предложении в составе форм сослагательного наклонения могут использоваться и вспомогательные (модальные) глаголы *might, could*, которые сохраняют в некоторой степени свое модальное значение вероятности и способности:

I could do it today if I had any free time.
If she were still waiting she might be very angry.

Примечание. В условных придаточных предложениях второго типа может также употребляться форма *should + infinitive* для всех лиц и чисел. Эта конструкция подчеркивает малую вероятность предположения:

If the engineer should come tonight the problem would be solved.

В американском варианте английского языка малая вероятность действия обычно будет выражена иначе:

[1] Проблема *shall/will* рассматривается на с.57.

If the engineer comes/does come tonight the problem would be solved.

Условные придаточные предложения третьего типа

Условные придаточные предложения третьего типа выражают нереальное условие в прошлом, то есть условие, которое не было выполнено и, следовательно, действия в главном предложении не произошло. В этом принципиальное отличие данного типа условных предложений от предыдущего. Оно находит свое выражение и в ином наборе форм сослагательного наклонения: в придаточном предложении используется форма *Past Perfect*, в главном — конструкция *should/would (could,might) + perfect infinitive:*

	Придаточное предложение	Главное предложение
Прошедшее	If the situation had permitted	we should have tested the device

Напомним, что перевод на русский язык условных предложений третьего типа не отличается от перевода придаточных условия второго типа, поскольку в русском языке существует только одна форма сослагательного наклонения.

Схематично можно представить все три типа условных предложений в виде следующей таблицы:

	Придаточное предложение	Главное предложение
Первый тип	If he works hard	he will pass his exam
Второй тип	If he worked hard	he would pass his exam
Третий тип	If he had worked hard last term	he would have passed his exam

Некоторые более сложные случаи употребления придаточных условия

К сожалению, описанная выше идеальная схема распределения форм изъявительного и сослагательного наклонения по типам условных предложений существует в основном на страницах учебников. Языковая практика предлагает немало отклонений, основные из которых необходимо знать.

1. Предложения с несовпадающими временами (Split Condition).

Временная отнесенность действия в главном и действия в придаточном предложениях в сложном предложении условия могут не совпадать:

а) придаточное предложение может относиться к прошлому, а главное — к настоящему или будущему:

If you had taken your medicine yesterday you would feel better now.

б) придаточное предложение может относиться к настоящему (выражать постоянное условие), а главное — к прошлому:

If he were not so absent-minded he would not have mistaken you for your sister.

2. Инверсия в придаточном предложении условия. В присоединяемых без союза придаточных предложениях условия вспомогательный (модальный) глагол выносится на место перед подлежащим:

Should the secretary bring the papers, the manager would sign them.

Were the engineer here he would explain everything.

Had he had enough time he would have attended the lectures.

Инверсия в придаточном предложении возможна, когда в состав сказуемого входят глаголы *should, could, were, had.*

3. Сочетание форм изъявительного и сослагательного наклонения в одном предложении.

В живой речи возможна не только различная временная отнесенность частей сложного предложения, но и сочетание форм сослагательного (в придаточном) и изъявительного (в главном) наклонений:

Should he come I will ask him to translate this article.

(If he should come I will ask him to translate this article.)

Напомним, что в американском варианте английского языка в подобных случаях формы сослагательного наклонения не используются:

If he comes/does come I'll ask him to translate this article.

4. Предложения с подразумеваемым условием или с опущенным главным предложением.

В разговорной речи любой из элементов сложноподчиненного условного предложения может быть опущен. Так, в диалоге может быть опущено придаточное:

Why didn't you tell me about it? I would have helped you.
(Подразумевается: *If you had told me I would have helped you.*)

Так же может быть опущено главное предложение — то есть сохраняется одно условное придаточное:

If we had studied English more systematically!
(Подразумевается: *If we had studied English more systematically we would know it better.*)

5. Условные придаточные предложения в косвенной речи.

В соответствии с правилами согласования времен при пересказе, когда моментом речи является прошлое, в придаточных условных первого типа происходит замена форм глагола: в главном предложении используется форма *Future-in-the Past*, в придаточном —форма настоящего времени (вместо будущего) в свою очередь заменяется на соответствующую форму прошедшего времени:

He said: "I will tell her about it if I see her."
He said (that) he would tell her about it if he saw her.
She said: "I will take English lessons twice a week if I have enough time."
She said (that) she would take English lessons twice a week if she had enough time.

Что же касается второго и третьего типа условных предложений, то здесь все гораздо проще, поскольку формы сослагательного наклонения не изменяются в пересказе и не подвергаются никаким заменам:

He said: "I would tell her about it if I saw her."
He said (that) he would tell her about it if he saw her.
She said: "I would have taken English lessons twice a week if I had had enough time."
She said (that) she would have taken English lessons twice a week if she had had enough time.

НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА
(общая характеристика)

Все формы глагола в любом языке условно делятся на две группы — так называемые личные и неличные формы.

Личные формы в английском языке изменяются по наклонениям, временам, залогам, лицам и числам. Употребляются они исключительно в функции сказуемого, что является важнейшим синтаксическим признаком глагола.

Неличные формы, обладая — из глагольных категорий — временем и залогом, не способны самостоятельно выполнять роль сказуемого в предложении, употребляясь как смысловая часть составного сказуемого, а также в роли других членов предложения. Вот это принципиальное отличие и является признаком деления всех форм глагола на личные и неличные.

В английском языке три неличные формы: причастие, герундий, инфинитив. Они имеют ряд общих черт:

1) сочетают в себе свойства глагола со свойствами какой-либо иной части речи. Так, инфинитив и герундий обладают свойствами глагола и существительного (проявляющимися в характерных для существительного синтаксических функциях инфинитива и герундия в предложении); причастие обладает свойствами глагола, а также прилагательного и наречия (проявляющимися в основном в характерных для прилагательного и наречия синтаксических функциях). Глагольные характеристики у всех неличных форм схожи: это грамматические категории времени и залога, и способность иметь при себе дополнение и обстоятельство, т.е. синтаксические характеристики личных глагольных форм;

2) имеют категорию времени. При этом само содержание категории, по сравнению с временами личных форм глагола, имеет существенные особенности. У причастия I и герундия только два времени — *Indefinite* и *Perfect*, у инфинитива — четыре (совпадающие с временами личных форм). В отличие от времен личных форм глагола времена неличных форм являются так называемыми *относительными временами*: неперфектные формы времени указывают на одновременность действия, выраженного неличной формой, с действием глагола-сказуемого, в то время как перфек-

тные формы указывают на предшествование действия, выраженного неличной формой, по отношению к действию глагола-сказуемого:

***Reading** that book, he smiles a lot (одновременность).*

***Having done** his homework, he went for a walk (предшествование).*

3) в сочетании с существительным или местоимением образуют так называемые *предикативные конструкции*. В них существительное или местоимение (в разных формах) обозначает лицо (предмет), производящее действие (или подвергающееся действию), выраженному неличной формой глагола. По смыслу эти конструкции эквиваленты придаточным предложениям и, будучи гораздо короче, являются чрезвычайно распространенными в современном английском языке. Вместе с тем, не имея аналогов в русском языке, они представляют значительную сложность для изучения, и особенно — для активного использования. Число их достаточно велико: причастие имеет четыре таких конструкции, герундий — одну, инфинитив — три, например:

*The captain watched **the coast approach** (инфинитив).*

*We heard **the pianist playing** (причастие I).*

*We had **the room papered** (причастие II).*

*The teacher insisted on **the student's rewriting** the paper (герундий).*

4) могут употребляться в одинаковых синтаксических функциях. Так, в позиции подлежащего встречаются инфинитив и герундий:

***To read** a lot means to know much.*

***Reading** means gaining knowledge.*

Эти же две неличные формы могут употребляться в роли дополнения:

*Do you want **to go** to the theatre?*

*Do you like **dancing?***

Все четыре неличные формы могут быть обстоятельством:

*My brother went to Moscow **to study.***

*He entered the room **smiling.***

*He managed to escape **uninjured.***

*Will you ring him up **before seeing** to the matter? (AmE: Will you call him/phone him before seeing to the matter?)*

Все четыре неличные формы могут употребляться в функции определения:

*Who was the last **to come**?*

*A boy, **sitting** by the window, did not pay any attention to me.*

*The letter **written** by her was most welcome.*

*I don't understand your way of **doing** it.*

Все неличные формы могут входить в состав сложного сказуемого:

*He doesn't seem **to be writing** anything now.*

*The book is **amusing.***

*The door was **locked.***

*He began **reading**.*

Причастие, не обладая способностью быть в предложении дополнением, тем не менее может употребляться в составе сложного дополнения (то есть в составе причастных конструкций, являющихся в предложении дополнением):

*I heard **her laughing.***

*I watched **the cat being washed.***

ПРЕДИКАТИВНЫЕ КОНСТРУКЦИИ

Все неличные формы глагола в английском языке — причастие, герундий, инфинитив — образуют так называемые предикативные конструкции. Они имеют много общих черт; соответственно, и предикативные конструкции с этими формами глагола не могут не иметь некоторые общие признаки. Несмотря на то, что данные конструкции рассматриваются в разделах, посвященных каждой из неличных форм, имеет смысл разобрать их специально. Это необходимо еще и потому, что подобные конструкции не встречаются в русском языке и, как правило, представляют собой значительную трудность для студентов.

Инфинитивные конструкции

Конструкция *The Objective-With-The-Infinitive Construction*
I see the boy/him run

Эта конструкция обозначает процесс, выраженный основным глаголом (*see*), который рассматривается по отношению не только к объекту (*the boy, him*), но и к действию, которое приписывается этому объекту (*run*). Два эти компонента связаны предикативной связью и образуют синтаксический комплекс *сложное дополнение*; причем отношения между именным и глагольным элементом — такие же, как между подлежащим и сказуемым, что хорошо видно при переводе на русский язык, поскольку в русском подобная конструкция отсутствует:

He heard ***a blackbird sing***. — *Он слышал, как поет дрозд.*

Данная конструкция используется после следующих групп глаголов:

1) чувственного восприятия — *to see, to hear, to feel, to watch, to notice, to observe, etc.*

I haven't heard ***anyone call*** *me.*

Обратите внимание, что инфинитив употребляется без частицы *to*.

Примечание. Когда глаголы *see, hear* используются в своем переносном значении (узнавать, понимать), данная конструкция не употребляется:

I saw that he did not realize the danger;

2) с глаголами разрешения, просьбы, намерения, приказа, принуждения — *to allow, to permit, to let, to order, to command, to induce, to persuade, to make, to have, to get, etc.*:

She made ***him sit down***.

Примечание. После глаголов *to let; to make, to have* в значении «заставлять» инфинитив употребляется без частицы *to*, в остальных случаях — с частицей:

She caused ***the telegram to be sent*** *to him.*

3) с глаголами, выражающими желание (нежелание), — *to want, to wish, to desire, to like, to choose, to hate, etc.*:

I can't bear ***you to be*** *unhappy;*

4) с глаголами умственного восприятия — *to expect, to know, to believe, to understand, to admit, to prove, etc.*:

We've got a right to expect ***you not to desert*** *our side.*

Конструкция *The Subjective Infinitive Construction*
John/he was seen to enter the room

Особенность данной конструкции заключается в том, что она — в отличие от остальных предикативных конструкций — *не является одним членом предложения*: существительное или местоимение выступает в роли подлежащего предложения, инфинитив — части составного сказуемого. В силу этой особенности данная конструкция получила самые разные толкования в различных учебниках. Как и в случае с другими предикативными конструкциями, существительное (местоимение) и глагол связаны предикативной связью (взаимозависимостью), что проявляется в переводе: в виду отсутствия подобной конструкции в русском языке используется сложное предложение:

He is known to live *in Moscow — Известно, что он живет в Москве.*

Глагол-сказуемое, после которого употребляется данная конструкция, бывает трех видов:

1) большая группа глаголов с страдательном залоге (в основном это те же глаголы, после которых употребляется конструкция *Objective-with-the Infinitive Construction* — чувственного восприятия, умственного восприятия, речи и т.д):

Philip Bossiney *was known* ***to be*** *a young man without fortune;*

2) ряд глаголов со связочным значением употребляется в действительном залоге — *to appear, to seem, to happen, to chance, to prove, to turn out, etc.*:

***He** appears **to be** a good doctor;*

3) данная конструкция употребляется после выражений *to be likely/unlikely, to be certain, to be sure:*

***He** is sure **to come**.*

Примечание. Важно видеть, что правило, в соответствии с которым инфинитив, после целого ряда глаголов (чувственного восприятия и др.) используется без частицы *to*, не относится к данной конструкции:

***He** was seen **to enter** the house.*

***He** was made **to do** the task.*

Конструкция *The For-To-Infinitive Construction*
It is necessary for us to start immediately

Эта конструкция состоит из существительного или местоимения, перед которыми стоит предлог *for*, и инфинитива. Связанные взаимозависимостью, члены предикативной конструкции образуют единое целое, являются одним членом предложения и переводятся на русский в виде придаточного предложения. В отличие от конструкции *The Objective Infinitive Construction*, которая в предложении всегда является дополнением, данная конструкция, как и сам инфинитив, может занимать практически любую синтаксическую позицию в предложении. Так, она может быть:

а) подлежащим:

***For you to come** here is impossible.*

В таких предложениях часто присутствует вводное (формальное) подлежащее *it*, в то время как смысловое подлежащее (инфинитивная конструкция) стоит в конце предложения. Такое построение фразы стилистически и ритмически, как правило, лучше:

*It is extremely funny **for me to be consoling** you;*

б) именной частью сказуемого:

*Then the best thing will be **for me to go** home and **settle** everything **now**;*

в) дополнением:

*He had longed **for me to say** it without prompting.*

г) определением:

*Eppie was a suitable child **for them to take** into their home;*

д) обстоятельством:

*But five minutes was enough **for them to understand** one another.*

Герундиальная конструкция
I heard John's/his laughing

Герундиальная конструкция представляет собой сочетание притяжательного местоимения или существительного в притяжательном падеже с герундием. Элементы конструкции связаны предикативной связью и, как и остальные конструкции, представляют собой краткий и удобный способ передачи информацию, эквивалентную содержанию предложения. На русский язык, в виду отсутствия подобных конструкций, герундиальный комплекс переводится в виде придаточных предложений:

*He insisted on **their going out.** — Он настоял на том, чтобы они вышли прогуляться.*

Герундиальная конструкция является одним членом предложения и способна занимать все синтаксические позиции, характерные для самого герундия. Это может быть:

1) подлежащее:

***Jim's coming** to that fishing village was a blessing.*

Часто герундиальная конструкция — подлежащее вводится формальным подлежащим *it:*

*It was not of the least use **my trying to look wise;***

2) прямое дополнение:

*I began to picture to myself **my being found dead** in a day or two, under some hedge;*

3) косвенное дополнение:

*She wondered at **his caring** for things like that;*

4) определение:

*There was little likelihood of **his meeting** anybody at that time;*

5) обстоятельство:

*How did you get out without **his seeing** you?*

Примечание. 1. Если существительное не имеет формы притяжательного падежа, то используется общий падеж:

*There came the sound of **the door closing** then **being locked**.*

2. В современном языке существует тенденция использовать общий падеж даже с теми существительным, которые имеют форму притяжательного падежа:

She laughed at the thought of ***her husband and Johnny looking*** *after the house.*

Некоторые учебники называют такую конструкцию *полугерундиальной я* (*half-gerundial construction*). Она внешне совпадает с причастной конструкцией *Objective Participial Construction* (о причастных конструкциях см. ниже). Следовательно, когда эта конструкция является дополнением (то есть употребляется в позиции, где возможна и причастная конструкция), различие между этими двумя конструкциями нейтрализуется:

I rely on ***John doing*** *it in time* — герундиальная/причастная конструкция.

Причастные конструкции

Конструкция The Objective Participial Construction

I saw the children/them playing in the garden

Эта конструкция выражает процесс, выраженный основным глаголом по отношению к объекту и действию, которое выполняет данный объект. Отношения между компонентами конструкции — такие же, как и в остальных: предикативная связь. Конструкция имеет только одну синтаксическую функцию — дополнение, и переводится на русский язык обычно придаточным предложением.

I watched ***the children playing*** *in the garden. — Я смотрел, как дети играют в саду.*

Конструкция употребляется после тех же групп глаголов, что и инфинитивная конструкция *The Objective Infinitive Construction.* Обе они являются дополнениями и взаимозаменяемы. В то же время инфинитивная конструкция просто констатирует факт действия:

I saw ***him walk*** *along the street.*

Причастная же конструкция подчеркивает процесс совершения действия:

I saw ***him walking*** *along the street.*

В причастной конструкции могут использоваться оба причастия — и причастие I, и причастие II (подробно формы причастий

рассматриваются в разделе «Причастие»). После глаголов *to have, to get* причастная конструкция с причастием II показывает, что действие, указанное в причастии, совершено для лица, являющегося подлежащим предложения (но не самим этим лицом):

These are bathrooms. I've had ***them tiled.***

I've got your ***drawing framed*** *and* ***hung*** *above my bureau.*

Конструкция The Subjective Participial Construction

John/he was seen entering the room

Эта конструкция разделяет практически все характеристики и особенности употребления с подобной инфинитивной конструкцией — *The Subjective Infinitive Construction*, с той лишь разницей, что инфинитивная конструкция констатирует факт действия, а причастная — подчеркивает его протяженность:

John *was seen* ***to leave*** *the house.*

John *was seen* ***leaving*** *the house.*

В остальном эти конструкции совпадают, и они описаны в разделе, посвященном инфинитивной конструкции.

Конструция The Nominative Absolute Participial Construction

The rain having ruined my hat, I had to buy a new one

Это обособленная причастная конструкция и употребляется в литературном стиле. Отношения элементов конструкции — существительного (местоимения) и причастия — такие же, как и в остальных предикативных конструкциях: они связаны предикативной связью и эквивалентны отношениям между подлежащим и сказуемым. В предложении эта конструкция выступает в роли обстоятельств. Так, это может быть:

1) обстоятельство времени:

This being done, *they set off with light hearts.*

2) обстоятельство причины:

Martin had to carry his water from the kitchen, ***there being no tap in his room;***

3) сопутствующих условий:

He turned and went, ***we,*** *as before,* ***following him;***

4) условия (редко):

***Weather permitting**, we shall start tomorrow.*

Обособленная конструкция отделается от остальной части предложения запятой.

Конструкция *The Prepositional Absolute Participial Construction*

She sat on the step, with her bare arms crossed upon her knees

Это та же самая обособленная причастная конструкция, но начинающаяся с предлога *with*. У данной конструкции более узкая сфера применения — она встречается только в функции обстоятельства сопутствующих условий:

*Andrew rose and crossed the room, **with a pale face and a racing heart.***

*He fell asleep, **with his candle lit.***

Как и беспредложная, данная конструкция может отделяться от остальной части предложения запятой.

Примечание. Необходимо иметь в виду, что могут встречаться обособленные конструкции, вторым компонентом которых является не причастие, а прилагательное, или конструкции, где второй компонент опущен (подразумевается):

*And so days of early June went by, **each finer than the last.***

*They sat leaning forward, **their elbows on the counter.***

*Then she sat down and waited, **her hands on the lap.***

*He sat **with the outer door open.***

*Pegotty always went to sleep **with her chin on the handle of the basket.***

В некоторых учебниках эти конструкции рассматриваются как отдельный тип предикативных конструкций.

ПРИЧАСТИЕ

Причастие — это глагольная форма, которая соединяет в себе характерные черты, свойственные глаголу, прилагательному и наречию.

В английском языке два причастия — *причастие I* и *причастие II* (*Participle I* и *Participle II*). Английскому причастию в русском языке соответствуют две формы — русское причастие, объединяющее в себе признаки прилагательного и глагола, и деепричастие, имеющее признаки глагола и наречия.

Оба причастия могут быть образованы от любого глагола (за исключением модальных). При этом следует иметь в виду, что большая часть причастий II, образованных от непереходных глаголов, служит только для образования видо-временных форм, и они не используются самостоятельно. (Полезно помнить также, что большинство многозначных глаголов имеют как переходные, так и непереходные значения; соответственно, причастие II таких глаголов будет обладать тем или иным набором синтаксических свойств в зависимости от того, в каком значении использован исходный глагол: *to run — to run a business; to walk — to walk the dog, etc.).*

Глагольные признаки

1. Имеет формы времени. Временное значение причастия отличается от временных значений личных форм глагола и показывает одновременность или предшествование действия, обозначенного в причастии, по отношению к действию, обозначенному глаголом-сказуемым:

While riding in a boat on the river we talked about music (одновременность).

Having returned from the trip to Italy we went to see his friends (предшествование).

2. Причастие I имеет формы действительного и страдательного залога (см. таблицу).

3. Может иметь при себе обстоятельство: *smiling happily; waved beautifully.*

4. Может иметь при себе дополнение: *shutting the door; delivered by hand.*

Признаки прилагательного и наречия

1. Может быть определением: *a sleeping dog; the rising sun; a broken cup; a stolen key.*
2. Может выступать в роли обстоятельства:
He laughed while reading that story.
Embarrassed, he didn't know what to say.

Формы причастия

Залоговые и временные формы причастия I:

	Действительный залог	Страдательный залог
Indefinite	building walking	being built ————
Perfect	having built having walked	having been built ————

Причастие II не изменяется по временам или залогам. При этом обладает *залоговым значением*: причастие второе переходных глаголов имеет залоговое значение пассива *(built)*, а причастие второе непереходных глаголов — залоговое значение актива *(walked)*.

Значение времени в причастии I

Причастие I Indefinite служит для выражения действия, одновременного действию глагола-сказуемого; отсюда следует, что конкретное временное значение *одного и того же причастия в разных контекстах* будет различным. Соответственно, различным будет и перевод на русский язык:

*While **watching** this TV show, we laughed heartily at the jokes of the host (смотрели).*

*While **watching** this TV show, one can't help but laugh (смотришь).*

*While **watching** this TV show, you will laugh all the time (будешь смотреть).*

Причастие I Perfect выражает действие, предшествующее действию глагола-сказуемого. И в этом случае конкретная временная отнесенность одного и того же причастия будет разной в разных контекстах, совпадая только в одном компоненте значения — выражении предшествования:

***Having done** the household chores she watches TV (действие, завершенное к моменту в настоящем).*

***Having done** the household chores she watched TV (действие, завершенное по отношению к моменту в прошлом).*

***Having done** the household chores she will watch TV (действие, завершенное по отношению к моменту в будущем).*

Полезно помнить, что если два действия следуют сразу одно за другим, то не надо употреблять перфектную форму причастия, которая подчеркивает, что между двумя сравниваемыми действиями существует интервал времени (часто — значительный):

***Having exhausted** his credit... his watch and suit went back to the pawn-broker.*

Причастие II, не обладая категорией времени, обозначает действие, одновременное или чаще всего — предшествующее (завершенное) по отношению к действию глагола-сказуемого:

***Occupied** by other thoughts, I stopped thinking about Strickland and his affairs.*

Примечание. Значение категории **залога** в причастии I не отличается от содержания этой категории у личных форм глагола и поэтому специально не рассматривается.

Синтаксические функции причастия

Причастие имеет следующие синтаксические функции:

1. Определение:

*The **returning** troops marched up the Fifth Avenue.*

*The young men looked at the stream **discoloured** by the melting snow.*

Как видно из примеров, причастие в функции определения может стоять как перед определяемым словом, так и после него. Причастие, имеющее при себе зависимые слова (дополнение или обстоятельство), образует *причастный оборот*, который всегда стоит после определяемого слова:

*In this instance, my attention wandered to the four people **sitting at the next table.***

Примечание. 1.Причастие I страдательного залога редко используется в качестве определения. 2.Причастие I Perfect не употребляется в качестве определения. Это важно помнить, так как незнание этого приводит к типичным — и грубым — ошибкам, особенно при переводе на английский язык русского причастия прошедшего времени. В таких случаях необходимо использовать определительные придаточные предложения:

Пистолетный выстрел, убивший Пушкина, разбудил душу Лермонтова.

The shot of the pistol ***which killed Pushkin*** *woke Lermontov's soul.*

2. Обстоятельство: а) обстоятельства времени:

While ***pondering*** *this problem, I sat in the dormitory window.*

He bowed low when ***presented*** *to Dinny.*

Еще раз напомним, что не всегда следует использовать перфектную форму причастия для выражения предшествования, а для целого ряда глаголов является нормой использование неперфектной формы причастия для выражения предшествующего действия. Это глаголы чувственного восприятия и движения (*to see, to hear, to come, to arrive, to enter, to turn, etc.*):

Turning *around, he stared at me.*

Anna... ***hearing*** *his steps ran to the foot of the stairs to meet him;*

б) причины:

Being *an actress, she was able to make her point.*

Mr Wrenn, ***startled****, dropped his hat;*

в) образа действия и сопутствующих условий:

*...****pushing*** *the people aside, he made his way through the crowd.*

Suddenly she rose and peered at the paper, ***holding*** *it as close under the light as possible;*

г) сравнения:

He looked at her for a moment as though ***amazed*** *at her friendliness.*

Bossiney was looking around as if ***pointing out*** *the peculiarities of the guests.*

г) уступки:

Miss Brodrick, though personally not well ***known*** *in the country, had been spoken well of by all men;*

д) значительно реже встречается причастие в функции обстоятельств условия, цели и следствия, например:

If ***left*** *to myself I would undoubtedly let this chance slip by (условие).*

3. Часть сказуемого:

а) простое сказуемое. Причастие I и II участвует в образовании аналитических форм времен, являющихся в предложении простым сказуемым; причастие I — Continuous, Perfect Continuous, причастие II — Perfect действительного залога, а также всех форм страдательного залога;

б) составное именное сказуемое. Причастие I и II могут являться именной частью составного именного сказуемого:

These days are ***finished****. They are* ***blotted out.***

And isn't it always ***alarming*** *— one's first contact with the natives?*

4. Часть сложного дополнения:

They could hear the Invisible Man ***breathing.***

We'll have supper ***sent up*** *to the suite.*

Подробно о сложном дополнении см. раздел «Предикативные конструкции».

5. Вводный член предложения:

Judging *by his figure and his movements, he was still young.*

Предикативные конструкции с причастием

*1. Объектная конструкция с причастием I и II (****Objective Participial Construction****).*

После ряда глаголов, выражающих восприятие, чувство, желание или мнение, дополнение может быть выражено сочетанием местоимения в объектном падеже или существительного в общем падеже с причастием.

In the silence I could hear ***the clock ticking.***

Harold put his hand to her face and felt ***it flushed.***

Примечание. Данная конструкция после глаголов *to have, to get* означает, что действие, обозначенное в причастии, производится в интересах лица (но не самим лицом), выраженным подлежащим предложения. Это полезно помнить при переводе с английского:

If I could get ***Rima's voice recorded.*** *— Если бы мне могли записать голос Римы.*

She'd had ***it*** *[hair]* ***cut*** *very short. — Ей подстригли волосы очень коротко.*

*2. Субъектная конструкция с причастием I (**Subjective Participial Construction**).*

Данная конструкция состоит из местоимения в именительном падеже или существительного в общем падеже и причастия I, которое входит в состав составного глагольного сказуемого. Она *не составляет одного члена предложения* (в отличие от предыдущей): именная часть конструкции является подлежащим предложения, и причастная — частью сказуемого. В русском переводе конструкции соответствует сложное предложение, главным в котором является неопределенно-личное предложение:

***He** was seen **making** his way to the house. — Было видно, как он направлялся к дому.*

*Here the **nurse's voice** was heard **calling** from the top landing. — Здесь было слышно, как сестра звала с верхней лестничной площадки.*

*3. Обособленная причастная конструкция (**Nominative Absolute Participial Construction**).*

Данная конструкция также состоит из местоимения или существительного и причастия, но при этом именной компонент её не соотносится с подлежащим предложения. Кроме того, она всегда отделяется запятой от остальной части предложения и выступает в функции различных обстоятельств:

а) времени:

***Dinner being over**, Bathsheba asked Liddy to come and sit with her;*

б) причины:

***Mrs Maylie being fatigued**, they returned more slowly;*

в) сопутствующих условий:

*At last Peter, **his head hanging and his cheeks** flaming, crept to his attic.*

*4. Предложная обособленная причастная конструкция (**Prepositional Absolute Participial Construction**).*

В отличие от предыдущей, данная конструкция, как видно по ее названию, всегда вводится предлогом (*with*) и используется только в одной синтаксической функции — обстоятельства сопутствующих условий:

*She sat on the steps **with her bare arms crossed upon her knees.***

*Andrew rose and crossed the room, **with a pale face and a heavy heart.***

ГЕРУНДИЙ

Герундий — это одна из неличных форм глагола, которая называет действие. Соответствующей формы в русском языке не существует; по значению к герундию близки такие русские отглагольные существительные, как *хождение, ожидание, собирание* и т.д.

Глагольные черты герундия

1. Герундий имеет категории времени и залога: (см. таблицу форм герундия).

2. Герундий может иметь при себе дополнение и обстоятельство:

*I am fond of translating **articles** like this.*

*She went on talking **loudly.***

Черты существительного

1. Герундий употребляется в типичных именных синтаксических позициях: подлежащего, именной части сказуемого и дополнения:

***Jogging** helps to keep in good shape.*

*I dislike **standing** in a queue (AmE: line).*

*His hobby is **reading.***

2. Перед герундием может стоять притяжательное местоимение или существительное в притяжательном падеже:

*Mother hates **my** whistling at home.*

*I'm surprised at **Jane's** coming here.*

3. Герундий может употребляться с предлогом:

*Thank you **for** doing this work for me.*

Формы герундия

	Действительный залог	Страдательный залог
1. Indefinite	writing	being written
2. Perfect	having written	having been written

Как видно, формы герундия и причастия I совпадают (о различении этих двух неличных форм см. ниже).

На русский язык формы герундия, в зависимости от контекста, могут переводиться как существительное, инфинитив, деепричастие.

Употребление временных форм герундия

Герундий в форме Indefinite обозначает действие, одновременное с действием глагола-сказуемого; соответственно, временная отнесенность действия герундия определяется временем глагола-сказуемого:

I don't like ***postponing*** *it till tomorrow.*

There was no way of ***avoiding*** *it.*

Иногда эта форма может выражать предшествующее действие:

а) после глаголов *to thank, to remember, to excuse, to forget*, лексическое значение которых уже передает идею предшествования:

I can still remember ***running*** *down sandhills in the morning;*

б) после некоторых предлогов (*after, on, before, without, since*):

After ***leaving*** *her umbrella in the hall, she entered the room.*

Герундий в форме Perfect выражает действие, которое предшествует действию глагола-сказуемого:

I'm sure of ***having read*** *it once.*

Употребление залоговых форм герундия

Герундий в форме страдательного залога показывает, что действие направлено на лицо или предмет:

I like ***being invited*** *to their house.*

Примечание: После глаголов *to need, to want, to deserve, to require* и конструкции *to be worth* пассивный герундий *не употребляется*, хотя и требуется по смыслу (действие всегда направлено на подлежащее предложения):

Your tie needs straightening.

I know everyone who is worth knowing.

The house wanted painting.

The child deserves punishing.

Синтаксические функции герундия

Герундий может употребляться в качестве любого члена предложения, кроме одного: он не может самостоятельно выполнять роль сказуемого.

1. Подлежащее:

Reading *a good book is a pleasure.*

Герундий в качестве подлежащего часто стоит после сказуемого; в таком случае предложение начинается с вводного *it* конструкции *there is:*

It's no use ***yelling*** *at me like that.*

2. Именная часть составного именного сказуемого:

My task is ***reading*** *this book.*

3. Часть составного глагольного сказуемого; а) модального: *Joseph could not help* ***admiring*** *the man;* б) аспектуального: *I began* ***reading*** *this book yesterday.*

4. Дополнение: а) прямое:

His suggestion needs ***considering*** *first;*

б) предложное:

I succeeded in ***understanding*** *and* ***speaking*** *English.*

5. Определение. Герундий в роли определения всегда стоит после определяемого слова и употребляется только с предлогом:

The idea of ***taking up*** *painting came to him when he was middle aged.*

Примечание. В некоторых случаях герундий может стоять в препозиции к определяемому слову; большинство таких сочетаний перешло (или переходит) в разряд устойчивых: *sleeping car, writing desk, dancing hall.*

6. Обстоятельство. Герундий в роли обстоятельства всегда употребляется с предлогом:

а) обстоятельство времени:

After ***training*** *for a long time he decided to take part in competitions;*

б) обстоятельство образа действия:

We learn a lot by ***reading;***

в) обстоятельство сопутствующих условий:

You can't leave without ***saying*** *good-bye to them;*

г) обстоятельство цели:

He saves all his money for ***travelling;***

д) обстоятельство условия:

I won't go there without ***being invited;***
е) обстоятельство причины:
I was angry with him for ***bringing*** *the news;*
ж) обстоятельство уступки:
In spite of ***being*** *ill, she went on attending her courses.*

Предикативные конструкции с герундием

Как и все неличные формы, герундий может образовывать предикативные конструкции. Именной элемент конструкции выражен существительным в притяжательном падеже или притяжательным местоимением:

Is there any objection to ***my smoking*** *here?*

Кроме того, в современном языке часто встречается герундиальная конструкция, именной элемент которой выражен существительном в общем (а не притяжательном) падеже:

I don't remember ***Tom talking*** *to her earlier.*

В некоторых грамматиках такая конструкция называется *полугерундиальной (half-gerundial construction).*

Легко заметить, что внешне она не отличима от объектной причастной конструкции. Но если причастная конструкция имеет только одну синтаксическую функцию — дополнения, то герундиальная может употребляться во всех синтаксических позициях герундия.

Герундий и причастие I

Совпадение форм герундия и причастия I делает необходимым специально рассмотреть способы их различения. В большинстве случаев это сделать достаточно легко. Достаточно сравнить синтаксические функции:

Функция в предложении	Причастие I	Герундий
Подлежащее	Не употребляется	Употребляется
Дополнение	Не употребляется	Употребляется

Обстоятельство	Употребляется без предлога	Употребляется с предлогом
Определение	Употребляется без предлога	Употребляется с предлогом

В тех редких случаях, когда герундий в роли определения стоит перед определяемым словом без предлога — то есть занимает позицию, типичную для причастия I, для различения герундия и причастия следует руководствоваться семантическими отношениями между определением и определяемым словом. Если в позиции определения выступает причастие I, то оно всегда обозначает действие, совершаемое определяемым существительным:

dancing girl = a girl who is dancing.

Если же в позиции определения стоит герундий, то он указывает предназначение данного предмета или лица:

dancing hall = a hall for dancing.

Ср.также: *sleeping child — sleeping car; writing man — writing desk, etc.*

Некоторые случаи допускают двоякую интерпретацию в зависимости от контекста:

hunting dog — 1) a dog that hunts (Participle I),
2) a dog for hunting (Gerund).

Герундий и отглагольное существительное

В форме Indefinite Active герундий совпадет не только с причастием, но и с отглагольным существительным (*building*). Во многих случаях они хорошо выявляются по контексту, но иногда могут возникнуть затруднения в определении той ли иной формы на *-ing*. Поэтому полезно иметь в виду следующие признаки, различающие герундий и отглагольное существительное:

1. Отглагольное существительное употребляется с артиклем, а герундий не употребляется:

Your room needs ***a good cleaning.***

2. Отглагольное существительное имеет форму множественного числа, в то время как герундий не изменяется по числам:

Spouses should acknowledge each other's *wrongdoings.*

ИНФИНИТИВ

Инфинитив — третья неличная форма английского глагола, имеющая ряд особенностей, на которых необходимо остановиться.

Глагольные черты инфинитива

1. Инфинитив имеет категории времени и залога. Их характеристики не отличаются от соответствующих категорий у причастия и герундия, за исключением одного: инфинитив имеет четыре времени: *Indefinite, Continuous, Perfect, Perfect Continuous.*

2. Инфинитив, как и личные формы глагола, может иметь при себе дополнение и обстоятельство. Сочетание инфинитива с зависимыми словами называется инфинитивным оборотом.

Именные черты инфинитива

Свойства существительного проявляются инфинитивом в его синтаксических функциях: он способен занимать чисто именные позиции в предложении —подлежащего, дополнения и именной части сказуемого.

Формы инфинитива

	Действительный залог	Страдательный залог
Indefinite	to write	to be written
Continuous	to be writing	————————
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	————————

Как видно из таблицы, не все времена имеют форму инфинитива в страдательном залоге. Таким образом, инфинитив имеет шесть форм.

Синтаксические функции инфинитива

Инфинитив способен занимать любую синтаксическую позицию в предложении. Так, он может быть:

1) Подлежащим:

***To lean** out of the window is dangerous.*

Как правило, в таких случаях появляется формальное (вводное) подлежащее *it*, а смысловое подлежащее, выраженное инфинитивом, стоит в конце предложения:

*It is dangerous **to lean** out of the window;*

2) Дополнением:

*She agreed **to pay** $50;*

3) Именной частью сказуемого:

*His plan is **to keep** the affair secret;*

4. Частью составного глагольного сказуемого.

*She cannot **pay** $50;*

5. Обстоятельством:

*He was too drunk **to drive** home;*

6. Определением:

*He made an attempt **to stand up**;*

7. Вводным членом предложения:

***To be perfectly frank**, you're a bad driver.*

Предикативные конструкции с инфинитивом

Как и все неличные формы, инфинитив имеет ряд предикативных конструкций.

Подробное описание их можно найти в разделе «Предикативные конструкции».

1. Объектная инфинитивная конструкция
I heard Jane/her sing

Состоит из существительного в общем падеже или местоимения в объектном падеже и инфинитива. Необходимо помнить, что после ряда глаголов инфинитив употребляется без частицы *to*. Данная конструкция может употребляться только в функции дополнения.

2.Субъектная предикативная конструкция
He is understood to have left the country

Состоит из существительного в общем падеже или местоимения в именительном падеже и инфинитива. Особенность данной конструкции (как и параллельной ей причастной) заключается в том, что она не является одним членом предложения: именная часть конструкции выступает в роли подлежащего, глагольная — части сказуемого.

3. Конструкция *for + to + infinitive*
He spoke too quickly for John/him to understand

Как видно из названия, эта конструкция вводится предлогом *for*, за которым следует существительное в общем падеже или местоимение в объектном падеже и инфинитив. Она способна выполнять все синтаксические роли герундия, то есть может быть любым членом предложения. В приведенном примере — это обстоятельство следствия.

ПОРЯДОК СЛОВ В АНГЛИЙСКОМ ЯЗЫКЕ

В английском языке существует твердый порядок слов, то есть *каждый член предложения имеет свое определенное место*. В русском языке члены предложения могут занимать различные места в предложении, не нарушая общего смысла. Это происходит потому, что отношения между словами в русском предложении выражаются главным образом грамматическими окончаниями самих слов. Так, в предложении *Мальчик поймал рыбу* члены предложения могут быть расположены в ином порядке, но слово *мальчик*, имея форму именительного падежа, останется подлежащим, где бы оно ни стояло, так же как *рыбу* останется дополнением, даже если поместить его на первое место в предложении: *Рыбу поймал мальчик.*

В соответствующем английском предложении — *The boy caught a fish* — подобные изменения порядка слов невозможны. Если поменять местами подлежащее и дополнение, то искажается смысл предложения: *A fish caught the boy.* Это происходит потому, что слово *boy,* являясь подлежащим первого предложения, не имеет никаких отличительных признаков своей синтаксической функции, кроме одного — своего места в предложении. Аналогичным образом, дополнение *a fish* является дополнением только потому, что стоит после сказуемого. Именно потому, что место слова определяет его роль в предложении, следует располагать слова (члены предложения) в английском языке в строго определенном порядке. Стандартным для английского повествовательного предложения является следующий порядок слов:

Подлежащее	Сказуемое	Дополнение	Обстоятельство
The buyers	chartered	the steamer	yesterday

Определение

Определение не имеет своего постоянного места в предложении и может относиться (и тем самым входить в позицию) любого другого члена предложения:

The beautiful new bridges across the Moskva river were built before the war.

В данном случае подлежащее имеет при себе три определения, составляющие вместе с ним распространенное подлежащее *the beautiful new bridges across the Moskva river.*

Как видно, определение может стоять как до, так и после определяемого слова, в зависимости от того, чем оно выражено. Перед определяемым словом стоит определение, выраженное прилагательным, причастием, числительным, местоимением, существительным:

*She put on a **new** dress.*
*We received some **illustrated** catalogues yesterday.*
***This** pencil is very good.*
*Here is the **town** library.*
*I followed the **doctor's** advice.*

Определение стоит после определяемого слова, если оно выражено причастным оборотом, существительным с предлогом, инфинитивом (инфинитивным оборотом), герундием:

*Ships **built for the transportation of oil** are called tankers.*
*The library **at our Institute** is very good.*
*He expressed a desire **to help me.***
*I have no intention **of going there.***

Дополнение

Дополнения располагаются в предложении следующим образом:

1. Прямое дополнение стоит непосредственно после глагола:

*I bought **a radio.***

При наличии беспредложного косвенного дополнения прямое дополнение стоит после него:

*I send my father **a telegram.***

2. Предложное косвенное дополнение стоит после прямого:

*I sent a telegram **to my father.***

Обстоятельство

Обстоятельства обычно стоят после дополнений; если в предложении несколько обстоятельств, то они располагаются в следующем порядке: обстоятельство образа действия, обстоятельство место, обстоятельство времени:

*I met him **by chance at the theatre a few days ago.***

1. Обстоятельства места и времени могут также стоять перед подлежащим — когда их хотят выделить — или в конце предложения::

***On your right** you will see the splendid building of Moscow University.*
***Early in the morning** they were walking slowly along the river bank.*
*I have seen him **today.***

Before, lately, recently обычно стоят в конце предложения:

*I have seen this film **recently.***

Если в предложении имеются и обстоятельство места, и обстоятельство времени, то обычно обстоятельство места предшествует обстоятельству времени:

*I met him **there yesterday.***

2. Обстоятельство образа действия находится непосредственно после глагола-сказуемого, если глагол непереходный:

*He walked **slowly.***

Если глагол переходный, то обстоятельство стоит или после дополнения, или перед глаголом, но не может быть между глаголом и дополнением:

*He answered the questions **calmly.***
*He **calmly** answered the question.*

3. Обстоятельства неопределенного времени — *always, often, seldom, ever, never, just, already, yet, usually, generally, sometimes, still, once, etc.* — ставятся перед глаголом-сказуемым:

*He **always** comes early.*
*He **often** goes there.*
*I **once** went there with my brother.*

Если сказуемое выражено сложной формой глагола или является составным, то эти обстоятельства находятся между вспомогательным и смысловым глаголом (или между глаголом-связкой или модальным глаголом и второй частью сказуемого):

*I shall **never** forget it.*
*He has **just** left.*
*He is **never** late for his lectures.*
*You must **never** get off the train while it is moving.*

Если вспомогательных глаголов несколько, то после первого:

*He has **just** been asked to take part in that work.*

Обстоятельство, выраженное наречием *yet* в значении «уже», стоит в конце предложения, а в значении «еще» — либо в конце, либо внутри сказуемого:

Have you read the letter yet?

I haven't read the letter yet/I haven't yet read the letter.

Итак, порядок слов в повествовательном предложении можно представить в виде следующей таблицы:

Подлежащее	Сказуемое	Беспредложное косвенное дополнение	Прямое дополнение	Предложное косвенное дополнение	Обстоятельство образа действия	Обстоятельство места	Обстоятельство времени
The buyers We The sellers I	chartered sent received met	the buyers	a steamer the papers the wire him	from them	by chance	in the street	yesterday

Отступления от прямого порядка слов

Однако, при всей обязательности твердого порядка слов для английского предложения, соблюдается он не всегда. Возможны случаи обратного порядка слов —*инверсии.* Чаще всего происходит инверсия подлежащего и сказуемого. Главной сферой применения инверсии являются **вопросы**. Как известно, большинство вопросов в английском языке задаётся с помощью (наряду с другими средствами) перестановки подлежащего и сказуемого:

Does he know the subject well?

What will you do tomorrow?

He knows two foreign languages, doesn't he?

Примечания. 1. В разговорной речи возможны вопросы, построенные только с помощью соответствующей интонации — без изменения порядка слов.

2. Вопросы к подлежащему (и определению подлежащего) строятся с прямым порядком слов.

3. Подробно типы вопросов в английском языке (порядок слов, интонации, варианты) рассматриваются в разделе «Вопросительные предложения»

Инверсия возможна и в **повествовательном предложении**. Это происходит в следующих случаях:

1. Если предложение начинается с оборота *there is/there are:*

There is a book on the table.

2. Если предложение начинается с обстоятельств *here* или *there* (при условии, что подлежащее выражено существительным, а не местоимением):

Here is the magazine you asked for.

There goes the secretary, he will answer your questions.

(but: Where is my pen? — Here it is.

Where is your brother? — There he is).

3. В диалогической речи, когда реплика начинается со слов *so, neither, nor.* Такие предложения выражают, что предшествующее высказывание относится в равной мере и ко второму участнику диалога. В утвердительном предложении употребляется *so,* в отрицательном — *neither, nor:*

I can't translate this text. — Neither can I.

I can translate this text. — So can I.

4. В бессоюзных условных придаточных предложениях:

Had I had more time I would have finished the work long ago.

Were you in my place you would change your mind.

Примечание. Подробно об условных придаточных предложениях см. раздел «Условные предложения»

5. При эмфатическом выделении при помощи наречий *never, only, little, hardly, scarcely, no sooner...than,hardly...when, etc.* В таком случае предложение начинается с одного из этих слов:

No sooner had we entered the office, than we were called in to see the director.

6. При наличии в предложении эмфатической конструкции *it is...that/who,* которая служит для выделения любого члена предложения (обратите внимание, что формально порядок слов остается прямым, так как на первом месте стоит формальное подлежащее *it):*

It was here that we met. (cf.: We met here).

ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ

В вопросительных предложениях содержится запрос о какой-либо информации. По способу построения и по содержанию вопросы могут быть разделены на несколько групп.

Общий вопрос

Общий вопрос — это вопрос, который задается с целью получить подтверждение или отрицание какой-либо информации; соответственно, типичными (хотя и не единственно возможными) ответами являются *yes* или *no*.

Порядок слов в общем вопросе отличается от порядка слов в повествовательном предложении: модальный или вспомогательный глагол ставится в начале предложения, таким образом, подлежащее оказывается между двумя частями сказуемого; порядок остальных членов предложения не меняется:

Is he speaking to the teacher?

Can you answer my question?

Если в составе сказуемого больше одного вспомогательного глагола, то вперед выносится только первый из них:

Has the doctor been sent for?

Can he be working so late?

Если сказуемое выражено глаголом в Present Indefinite или Past Indefinite Tense, то при постановке общего вопроса к такому предложению ставится вспомогательной глагол *do* в соответствующем времени, а после подлежащего — инфинитив знаменательного глагола без частицы *to*:

Did you send him a letter?

Does he go in for sports?

Если сказуемое выражено глаголами *to be, to have* (полнозначными), то в таких случаях сказуемое выносится вперед и вспомогательный глагол не требуется:

Is your sister at home?

Have you a camera?

Примечание. В американском варианте английского языка глагол *to have* требует употребления вспомогательного *do:*

Do you have a camera?

Общий вопрос произносится с повышением тона в конце предложения (на последнем ударном слоге).

Структура общего вопроса

Вспомогательный или модальный глагол	Подлежащее	Смысловая часть сказуемого	Дополнения	Обстоятельство
Did	you	send	him a letter	yesterday?
Can	he	answer	my question	today?

Отрицательная форма общих вопросов выражает удивление и переводится на русский язык в форме вопросительного предложения, которое начинается со слов *разве, неужели:*

Didn't you send him a letter yesterday? (Did you not send him a letter yesterday?)

Isn't your sister at home? (Is your sister not at home?)

Вариант в скобках (с полной формой отрицательной частицы) характерен для книжного стиля.

Полезно помнить, что в русском языке частица *не* часто используется в вопросах как усилительная, а не отрицательная. В таких случаях при переводе на английский язык нельзя использовать отрицательную форму вопроса, так как произойдет искажение смысла; усилительная частица на английский язык не переводится:

*Вы **не** знаете, где Петров? — Do you know where Petrov is?*

Альтернативный вопрос

Альтернативный вопрос, как видно из его названия, задается в том случае, когда предполагается сделать выбор, отдать чему-либо предпочтение. По своей структуре альтернативный вопрос представляет собой два общих вопроса, объединенных союзом *or:*

Is he reading or is he writing?

Однако, как правило, вторая часть альтернативного вопроса имеет усеченную форму, в которой остается (называется) только та часть, которая и обозначает собственно выбор (альтернативу):

Is he reading or writing?

Первая часть альтернативного вопроса произносится с восходящим тоном, а вторая — с нисходящим.

Структура альтернативного вопроса

Вспомогательный или модальный глагол	Подлежащее	Смысловая часть сказуемого	Союз or	Вспомогательный или модальный глагол	Подлежащее	Смысловая часть сказуемого
Is Can	she you	laughing skate	or or	is can	she you	crying? ski?

Ответом на альтернативный вопрос служит повествовательное предложение, соответствующее одной из частей вопроса:

Can you skate or ski? — I can ski.
Is it your book or mine? — It's mine.

Разделительный вопрос

Разделительный вопрос делится на две части: повествовательную и вопросительную. Вопросительная часть представляет собой общий вопрос, состоящий из подлежащего-местоимения и вспомогательного или модального глагола или глагола-связки.

Местоимение согласуется с формой глагола и замещает подлежащее повествовательной части вопроса, а вспомогательный или модальный глагол является частью сказуемого повествовательной части:

You are looking for something, aren't you?
I can go now, can't I?

Если сказуемое повествовательной части выражено смысловым глаголом в форме *Present Indefinite, Past Indefinite Tense*, то в вопросительной части употребляется вспомогательный глагол *do* в соответствующей форме:

You live with your parents, don't you?
You lived in the country in summer, didn't you?

Разделительный вопрос задается, когда говорящий хочет получить подтверждение тому, что высказано в повествовательной части. Ответом на такой вопрос, как и на общий, может быть краткий утвердительный или отрицательный ответ, содержащий *yes, no:*

You live with your parents, don't you? — Yes, I do. (No, I don't.)

Обратите внимание, что если повествовательная часть вопроса содержит утверждение, то в вопросительной части глагол стоит в отрицательной форме, и наоборот: если в повествовательной части сказуемое употребляется в отрицательной форме, то в вопросительной части глагол стоит без отрицания. Утвердительная повествовательная часть свидетельствует о том, что говорящий ожидает утвердительного ответа (согласия с утверждением); отрицательная предполагает отрицательный ответ (согласие с отрицанием). Также важно помнить, то если согласие с утвердительной формой выражается утвердительной формой глагола в ответе, то согласие с отрицанием — отрицательной формой (и наоборот):

You don't live with your parents, do you? — No, I don't (согласие).
— Yes, I do (несогласие).

Повествовательная часть разделительного вопроса произносится с понижением тона (как повествовательное предложение), а вопросительная имеет два варианта произнесения: если говорящий задает настоящий вопрос, то есть в вопросе нет предположения об ожидаемом ответе, то она произносится с повышением тона. Если же говорящий ожидает подтверждения высказанного в вопросе предположения (знает ответ заранее и ждет только подтверждения), то и вторая часть вопроса произносится с понижением тона. В таком случае вопрос приобретает чисто формальный характер и часто используется просто как средство для поддержания (начала) разговора:

You haven't been here, have you?

В русском языке подобного вопроса нет, поэтому приходится переводить вопросительную часть достаточно неуклюжими фразами типа *не правда ли, не так ли, верно ведь* (ср. название известного американского фильма "They shoot horses, don't they?", которое в русском переводе звучит «Загнанных лошадей пристреливают, не правда ли?»)

Структура разделительного вопроса:

Повествовательная часть	Вопросительная часть	Ответ
Jack works hard Jack doesn't work hard	doesn't he? does he?	Yes, he does (No, he doesn't) No, he doesn't (Yes, he does)

Специальный вопрос

Специальный вопрос начинается с вопросительного местоимения или наречия и задается с целью получения более подробной информации о событии, явлении, известном собеседнику. Если общий вопрос — это вопрос ко всему содержанию предложения, то специальный вопрос — это вопрос к какому-либо члену предложения. Вопросительное слово заменяет тот член предложения, к которому ставится вопрос (*who, whom, whose, what, which, when, where, why, how, how much, how many, how long, how often, etc.).*

Порядок слов в специальном вопросе (кроме вопроса к подлежащему и определению к нему), как и в общем , обратный: вспомогательный глагол или глагол-связка ставятся перед подлежащим, но — после вопросительного слова:

Where are you going?

What can you tell me?

Важно помнить, что специальные вопросы произносятся с понижением тона — так же, как повествовательные предложения. Это отличается от интонации вопроса в русском языке и зачастую приводит к ошибкам в произношении.

Структура специального вопроса:

Вопросительное слово	Вспомогательный/модальный глагол	Подлежащее	Смысловой глагол	Дополнение
Where What How Where When	are can do are will	you you you you? you	going? tell like come?	 me? it?
Why Whom (who)	have did	you you	done see?	it?

Вопрос к определению начинается с вопросительных слов *what, which, whose, how much, how many*, которые ставятся перед определяемым существительным (или другим определением к нему, если существительное имеет более одного определения). Таким образом, схема специального вопроса в данном случае подвергается изменению: до вспомогательного глагола стоит не просто вопросительное слово, а вопросительное слово с определяемым существительным (вопросительное местоимение или наречие как бы замещает определение в вопросе):

What pictures did he show you?

How many pictures did he show you?

How many beautiful pictures did he show you?

Ответом на специальный вопрос может быть полное или неполное предложение, где вербально выражен (произнесен) только тот член предложения, к которому поставлен вопрос:

What did he show you? — *He showed me beautiful pictures.*
— *Beautiful pictures.*

When did he show you the pictures? — *He showed us the pictures last week.*
— *Last week.*

Понятно, что в разговорной речи преобладают краткие ответы на вопрос с эллипсом той части предложения, которая несущественна с точки зрения запрашиваемой информации (иными словами, опускается тема предложения, а произносится только рема).

Особым случаем специального вопроса является **вопрос к подлежащему и определению к подлежащему**. В вопросе к подлежащему — прямой порядок слов, то есть порядок слов повествовательного предложения, с той лишь разницей, что само подлежащее заменяется вопросительными местоимениями *who, what:*

Вопросительное слово	Сказуемое	Дополнение	Обстоятельство
Who Who What	knows is singing helped	English you?	well? in the forest?

В вопросе к определению подлежащего — также прямой порядок слов. Такой вопрос начинается с вопросительных слов *what, which, how many, how much,* которые предшествуют подлежащему:

What book produced the greatest impression on you?
Whose children are playing in the garden?
How many children are playing in the garden?

Ответ на вопрос к подлежащему обычно состоит из подлежащего и вспомогательного или модального глагола. В разговорной речи глагол может опускаться:

Who lives in the house?— My sister does.
— My sister.

Примечания. 1. Некоторыми особенностями обладают и специальные вопросы **к именной части сказуемого**.

Если в именной части составного именного сказуемого содержится указание на имя, семейное положение, степень родства с кем-либо, то вопрос начинается с местоимения *who:*

Who is he? — He is my brother.

Когда речь идет о профессии, то вопрос начинается с местоимения *what:*

What is he? — He is a doctor.

Если вопрос к именной части сказуемого касается свойств, качеств предмета или лица, выраженного подлежащим, то вопрос вводится местоимением *what + like:*

What is the table like? — It is round.

К определению в составе именного сказуемого (или к прилагательному в качестве именной части) вопрос вводится сочетанием *what kind of:*

What kind of jacket is this? — It's a woolen jacket.

2. В отношении вопросов к **предложному дополнению** необходимо помнить, что в этих случаях вопросительное местоимение сочетается с предлогом, который может стоять или в конце вопросительного предложения, или непосредственно перед вопросительным словом (при этом последний вариант употребляется только в официальной речи):

What are you looking at? Или: *At what are you looking?*
Who are you speaking of? Или: *Of whom are you speaking?*

3. **Альтернативный вопрос** может строиться по модели специального вопроса, сочетая порядок слов специального вопроса с необходимостью сделать выбор:

What will you have — tea or coffee?

Переспрос

Переспрос характерен для разговорной речи. Обычно переспрашивают, когда что-то осталось нераслышанным или непонятым, или же в случае, когда слушающий настолько удивлен содержанием услышанного, что хочет убедиться в том, что он не ослышался.

Переспрос не имеет особой структуры. Обычно в переспросе повторяется нерасслышанное предложение с заменой интересующей части соответствующим местоимением.

He is sitting on the carver. — He is sitting on the ***what?***
I met the queen yesterday. — ***Who*** *did you meet yesterday?*
I explained to Chris yesterday and she said it was alright. — Explained ***what?***

СОГЛАСОВАНИЕ ВРЕМЕН

В русском языке время глагола не зависит от того, в каком предложении употреблен глагол, — в главном или придаточном. Выбор временной формы определяется только смыслом, например:

*Я **живу** в Петрозаводске.*

*Я сказала, что **живу** в Петрозаводске.*

В обоих предложениях глагол стоит в настоящем времени. Во втором примере прошедшее время в главном предложении не позволяет употребить настоящее время в придаточном при переводе на английский язык, поскольку в английском языке время глагола в придаточном предложении зависит от времени, в котором употреблен глагол в главном предложении. Эта зависимость называется **согласованием времен**, которое необходимо строго соблюдать и которое представляет собой значительную трудность в виду отсутствия подобной закономерности в русском языке.

В переводе на английский язык указанные выше примеры звучали бы так:

*I **live** in Petrozavodsk.*

*I said that I **lived** in Petrozavodsk.*

Правило согласования времен характерно главным образом для дополнительных придаточных предложений. **Согласование времен** — это зависимость времени глагола в дополнительном придаточном предложении от времени действия в главном предложении.

Если сказуемое главного предложения выражено глаголом в одном из настоящих или будущих времен, то глагол в придаточном предложении употребляется в любом времени, которое требуется по смыслу:

He says he works/is working/worked/will work hard.

He has said he works/is working/worked/will work hard.

He will say he works/is working/worked/will work hard.

Иными словами, в таких случаях согласование времен отсутствует.

Если же сказуемое главного предложения выражено глаголом в одном из прошедших времен, то глагол придаточного предложения также должен быть употреблен в одном из прошедших времен.

При этом соблюдаются следующие правила:

1. Если действие в придаточном предложении одновременно с действием в главном, то глагол в придаточном предложении употребляется в форме *Past Indefinite* или *Past Continuous:*

I forgot you were an Englishman.

He said that they were watching TV.

Примечание. Полезно помнить, что при переводе на русский, в силу указанных отличий между русским и английским языком, глагол в придаточным предложении должен переводиться русским настоящим временем, в противном случае произойдет искажение смысла:

*I did not know that I **was talking** to such a famous man. — Я не знал, что **разговариваю** с такой знаменитостью.*

2. Если действие в придаточном предложении предшествует действию главного, то глагол придаточного употребляется в форме *Past Perfect* или *Past Perfect Continuous:*

He thought he had seen her somewhere.

The manager knew she had been working for the same company for 12 years.

Примечание. В этом случае при переводе на русский язык используется как прошедшее, так и настоящее время:

*I was sure that he had gone to Paris — Я был уверен, что он **уехал** в Париж.*

*He said that he had known her for several years — Он сказал, что **знает** ее уже несколько лет.*

3. Если действие в придаточном предложении следует за действием в главном предложении, то есть оно является «будущим» по отношению к моменту речи в прошлом, то глагол придаточного предложения употребляется в одной из форм *Future-in-the-Past:*

He said that I should write a letter to him.

He said that I should be writing a letter at 5 o'clock.

He said that I should have written the letter by 5 o'clock.

He said that I should have been writing the letter for an hour when he came.

Примечание. Форма *Future-in-the Past* употребляется также в предложениях, формально не подчиненных друг другу, но логически связанных:

*He looked at the sky. Soon it **would rain** and he **would have** to look for shelter.*

Согласование времен в сложных предложениях с несколькими придаточными

1. Если придаточное дополнительное включает в себя придаточное времени или условия, то в этих последних глагол употребляется в форме прошедшего времени:

She always hoped that they would pay when they ***could.***

She knew that she would do it if she ***had*** *time.*

(Подробно такие случаи рассматриваются в разделе «Условные предложения».)

2. Правила согласования времен соблюдаются и в тех случаях, когда придаточное предложение подчиняется не главному, а другому придаточному предложению. Время глагола второго придаточного зависит от времени глагола первого придаточного предложения:

I was sure that she ***knew*** *that he* ***had taken*** *the first place in the tournament.*

She said that her friend ***had told*** *her that he* ***was writing*** *a new book.*

Правило согласования времен не соблюдается в следующих случаях:

1. Если сказуемое в придаточном предложении выражает общеизвестное положение или факт:

The teacher ***told*** *the children that the earth* ***is*** *round..*

2. В предложениях с придаточными определительными, причины и сравнения:

My brother ***told*** *me about the book which you* ***are reading.***

He ***refused*** *to go to the country as he* ***will have*** *an examination in a few days.*

It ***was*** *not as cold yesterday as it* ***is*** *today.*

3. В придаточных с формами глагола в сослагательном наклонении:

He ***said*** *that if he had time he* ***would go*** *to the cinema (AmE: movies).*

(См.также раздел «Условные предложения».)

4. При объективной констатации факта, относящегося к будущему. Это больше характерно для разговорной речи, а также для газетных сообщений:

Later, it ***was announced*** *that there* ***will be*** *a Commons debate on Monday.*

КОСВЕННАЯ РЕЧЬ

Общие положения

Прямая речь — это буквальные слова говорящего. Косвенная же речь передает содержание речи говорящего в виде дополнительных придаточных предложений. В главном предложении содержатся слова, вводящие прямую речь. В английском языке, в отличие от русского, после слов, вводящих прямую речь, обычно ставится запятая:

She said, "I am ready."

Глагол *to say*, вводящий прямую речь, в косвенной может быть заменен другим, показывающим, является ли содержание прямой речи утверждением, вопросом, восклицанием и т.п. (*to ask, to tell, to declare, to order, to exclaim, etc.*):

She said, "I've never seen the like of it." — She exclaimed she had never seen the like of it.

Если глагол в главном предложении стоит в прошедшем времени, то указательные местоимения и наречия, выражающие близость, подвергаются заменам:

Прямая речь	Косвенная речь
Here	there
This	that
These	those
Now	then, at that time/moment
Today	that day, at that time
Yesterday	the day before, on the previous day
Tomorrow	the next day
Ago	before
a year ago	a year before
last night	(on) the previous night

Личные и притяжательные местоимения заменяются по смыслу: *my — her/his; I — he/she; we — they.* В эмоционально окрашенных или восклицательных предложениях междометия заменяются на подходящие обстоятельства: *so, such — very, exceedinly; alas — (exclaimed) in despair:*

He said, «I'm so tired» — He said he was very tired.

Замена форм времен при переводе высказывания из прямой речи в косвенную:

Прямая речь	Косвенная речь
Present Indefinite Tense	Past Indefinite Tense
Present Continuous Tense	Past Continuous Tense
Present Perfect Tense	Past Perfect Tense
Present Perfect Continous Tense	Past Perfect Continuous Tense
Past Indefinite Tense	Past Pefect Tense
Past Continuous Tense	Past Perfect Continuous Tense
Past Perfect Tense	Past Perfect Tense
Past Perfect Continuous Tense	Past Perfect Continuous Tense
Future Indefinite Tense	Future-in-the Past Indefinite Tense
Future Continuous Tense	Future-in-the Past Continuous Tense
Future Perfect Tense	Future-in-the Past Perfect Tense
Future Perfect Continuous Tense	Future-in-the Past Perfect Continuous Tense

(Подробнее о заменах времен глаголов при переводе прямой речи в косвенную см. в разделе «Согласование времен».)

Повествовательные предложения в косвенной речи

Повествовательные предложения в косвенной речи обычно вводятся глаголами *to say, to tell, to announce, to inform.* Глагол *to tell* употребляется только тогда, когда указано, к кому обращается говорящий:

She told us that there were interesting magazines in the reading-room.

Глагол *to say* не требует указания на адресат речи (хотя вполне может употребляться и в случаях, когда адресат указан):

She said she was leaving.

Глагол *to inform* характерен для официальной речи:

He informed us that there would be a meeting.

В соответствии с содержанием высказывания могут употребляться и другие глаголы речи, с более конкретным лексическим значением — *to promise, to remark, to assure, to remind, to admit, to deny, etc.:*

She said to me, "We'll definitely go there." — She promised me that we would go there.

She said, "The text is rather difficult." — She remarked that the text was rather difficult.

She said to me, "I hope you haven't forgotten that there will be a meeting." — She reminded me that there would be a meeting.

He said, "I've never spoken to her." — He denied having spoken to her.

Вопросы в косвенной речи

Порядок слов в косвенных вопросах, как и в повествовательном предложении, — прямой. Вопросы обычно вводятся глаголом *to ask*, в официальной речи — глаголом *to inquire of.* Ответы в косвенной речи вводятся глаголами *to asnwer, to reply*, иногда — фразами типа *his reply was, he said in reply...* Короткие ответы *yes/no* в косвенной речи передаются фразами *to answer in the affirmative/negative.* Например:

When will you come back? — Tomorrow.

Mary asked John when he would come back. He answered that he would come back the next day.

Общие вопросы в косвенной речи вводятся союзами *if, whether:*

I asked her, "Have you lived here long?" — I asked her if she had lived there long.

Специальные вопросы вводятся теми же наречиями или местоимениями, которые используются в прямой речи:

I asked her, "Where do you live?" — I asked her where she lived.

Примечания.

1. Вопросы *What's the matter?/ What's the time?/What's the news?* могут быть представлены в косвенной речи без изменения порядка слов, то есть возможны два варианта:

I asked him, "What's the matter?" — I asked him what the matter was.

I asked him what was the matter.

2. Подробно типы вопросов см. в разделе «Вопросительные предложения».

Приказы и просьбы в косвенной речи

Приказы и просьбы передаются в косвенной речи инфинитивом (с зависимыми словами). Таким образом, в данном случае не образуется сложноподчиненное предложение:

She said to him, "Close the door!" — She asked him to close the door.

Для введения просьбы или приказа используются глаголы *to tell, to order, to command, to ask, to request, to beg, to implore, to entreat, to urge, etc.* Выбор глагола зависит от содержания передаваемого высказывания:

She said to him, "Open the window." — She told him to open the window.

He said to her, "Do forgive me." — He begged her to forgive him.

The officer said to the soldiers, "Cease fire." — The officer ordered the soldiers to cease fire.

Приветствия и прощания в косвенной речи

В косвенной речи приветствия и прощания могут быть представлены следующими фразами:

приветствия: *to greet somebody, to welcome somebody;*

прощания: *to say good-bye to somebody, to bid somebody good-bye, to take one's leave, to wish somebody good-night, etc.*

Например:

Hello, glad to meet you! — Mary greeted him.

You're welcome! Come in. — Mary welcomed him and asked him to come in.

Sorry, but I have to go. Good-bye. — Mary said good-bye to her friend.

Представление людей в косвенной речи

Выражения, используемые в прямой речи для представления людей, в косвенной речи заменяются глаголом *to introduce:*

Mother, this is Mr Pringston. — Mary introduced Mr Pringston to her mother.

Приглашения и реакции на них

В косвенной речи используются следующие формулы для выражения реакции на приглашения, которые передаются глаголом *to invite: readily accepted the invitation, snatched at the opportunity (chance), said he'd come most willingly, said he would be happy to, declined the invitation, pleaded another engagement, etc.:*

I'd like to invite you to the party. — I'd be happy to come.

Mary invited John to the party. He readily accepted the invitation.

Эмоциональные высказывания в косвенной речи

Характер эмоционально насыщенного высказывания может быть передан в косвенной речи не только и не столько выбором глагола, сколько выбором обстоятельств. Так, *удивление* можно передать: *to say with/in surprise, to express somebody's surpise at something, to be surpised, to be amazed at something; радость — to be overjoyed, to admire, to express one's admiration, to express one's joy/delight, etc; раздражение, гнев — to be annoyed/irritated with, to be angry with/at, to resent, to be disgusted, to cry in disgust, etc; страх, ужас — to be horrified/terrified at, to be afraid of, to dread, to fear, to express one's horror/fear, etc; разочарование, печаль, отчаяние — to be disappointed at/in, to grieve over/at, to cry in despair, etc.*

СОГЛАСОВАНИЕ ПОДЛЕЖАЩЕГО И СКАЗУЕМОГО

В английском языке подлежащее и сказуемое согласуются в лице и числе:

Children ***are*** *her only care (but: Her only care* ***is*** *her children).*

В связи с утратой английским глаголом большинства форм спряжения это правило, кроме глагола *to be*, касается только форм настоящего времени. Вместе с тем имеются случаи отсутствия (формального) согласования между подлежащим и сказуемым:

The Johnson family ***were*** *at dinner, father, mother and two children.*

"Great Expectations" ***was*** *written by Dickens in 1860.*

По этим, а также некоторым другим причинам, согласование подлежащего и сказуемого в английском языке зачастую представляет собой значительную трудность. Поэтому полезно иметь в виду следующие основные правила, охватывающие наиболее важные случаи.

Правила согласования подлежащего и сказуемого

1. Если в предложении имеется два или более однородных подлежащих, соединенных союзом *and* (или без союза), то сказуемое стоит во *множественном числе:*

His father and mother ***were*** *obviously haunted and harassed.*

Примечания. Если однородные подлежащие выражены инфинитивами, то сказуемое остается в единственном числе:

To leave the quiet court, to gain the Strand, to hail a belated hansom ***was*** *the work of a moment.*

Когда однородные подлежащие относятся к одному лицу или предмету, то сказуемое также остается в единственном числе:

My friend and teacher ***has*** *come.*

2. При двух однородных подлежащих в единственном числе, соединенных парными союзами *neither...nor, either...or, not only...but also,* а также союзами *either, neither, nor,* сказуемое будет стоять в единственном числе:

Neither her father nor her mother ***was*** *at home.*

Если однородные подлежащие имеют разную форму лица или числа, то сказуемое согласуется с *ближайшим подлежащим:*

Neither the moon nor the stars ***were*** *visible (Neither the stars nor* ***the moon was*** *visible).*

Neither your sister nor you ***are*** *to blame (Neither you nor your* ***sister is*** *to blame).*

3. Когда два подлежащих в единственном числе соединены союзом *as well as,* сказуемое остается в единственном числе:

The house, as well as the garden, ***was*** *in perfect order.*

Если же подлежащие имеют разную форму числа и лица, то сказуемое согласуется с *первым подлежащим:*

The Volga as well as its tributaries ***is*** *very picturesque.*

You as well as I ***are*** *wrong.*

4. Если подлежащее выражено существительным с двумя и более определениями, соединенными союзом *and,* сказуемое стоит в единственном числе, когда имеется в виду один предмет, одно лицо или одна идея:

Here a new social and political consciousness ***was*** *in the making.*

Если же в предложении говорится о двух или нескольких предметах, лицах или идеях, то сказуемое получает множественное число:

The red and the white rose ***are*** *both beautiful. The red and white roses* ***are*** *both beautiful.*

Обратите внимание, что при повторении артикля существительное остается в единственном числе (хотя речь идет о двух предметах); если же артикль не повторяется, то подлежащее получает форму множественного числа.

5. Если подлежащее выражено местоимениями *each, either, everybody, everyone, everything, somebody, someone, something, nobody, nothing, neither,* сказуемое стоит в единственном числе:

Nobody ***was*** *at home. There* ***was*** *nothing to say.*

Neither of the students ***has*** *made a mistake.*

Примечание. Местоимение *none* может употребляться с глаголом как в единственном, так и во множественном числе:

None ***were*** *here. None* ***is*** *worshipworth save God alone..*

6. При подлежащем, выраженном вопросительными местоимениями *who, what*, сказуемое стоит в единственном числе:

Who ***comes*** *every day to see her?*

Если вопрос относится к нескольким лицам, может употребляться множественной число глагола:

Who ***were*** *to be the subject of the talks?*

Относительное местоимение *who*, замещающее существительное во множествен- ном числе, всегда согласуется с глаголом во множественном числе:

Near them were the old people who ***were*** *watching the dancing.*

7. Если подлежащее выражено эмфатическим *it*, то независимо от формы смыслового подлежащего, сказуемое всегда стоит в единственном числе:

People say that it ***is*** *only English girls who can travel alone.*

8. Когда подлежащее выражено существительным во множественном числе, обозначающим время, меру, расстояние, то сказуемое стоит в единственном числе, при условии что подлежащее представляет данное количество или множество как единое целое:

Three dollars ***is*** *the sum I got from him for it.*

Thirty-one years ***is*** *a long time to remember you.*

9. Если подлежащее выражено существительным во множественном числе, обозначающим название книги, газеты или журнала, а также название страны, то сказуемое употребляется в единственном числе:

The United States ***was*** *interested in that information.*

10. Если подлежащее выражено собирательным существительным (то есть существительным, которое в единственном числе обозначает множество, — *family, committee, crew, crowd, board, band, government, party, team, company, etc.)*, то сказуемое может стоять как в единственном, так и во множественном числе, в зависимости от того, в каком значении употреблено данное существительное — в значении единства или множества:

My family ***is*** *small.*

My family ***are*** *nice people.*

Следует обратить внимание на то, что выбранный вариант трактовки собирательного существительного (как единство или как множество) должен проводиться последовательно:

The band ***are*** *playing* ***their*** *own music (or: The band* ***is*** *playing* ***its*** *own music).*

Примечание. Некоторые из собирательных существительных, допуская оба варианта согласования, предпочтительно употребляются только в одном из них. Так, слово *police* почти всегда согласуется с глаголом во множественном числе, поскольку обычно используется в значении «полицейские»: *The police are crucial in preventing and controlling civil disorders.*

10. Если подлежащее выражено словосочетанием, второй член которого — существительное во множественном числе, а первый — слова: *a variety of, a number of, a lot of, a mass of, plenty of, the majority*, то сказуемое, как правило, употребляется во множественном числе:

A number of cars ***were*** *parked near the building. A lot of people* ***are*** *coming.*

Существительные *number, variety* могут употребляться в подобных выражениях и с определенным артиклем, становясь главным элементом словосочетания; соответственно, глагол тогда всегда стоит в форме единственного числа:

The number of teachers in town ***has*** *not increased in years.*

11. Если подлежащее выражено группой *many a + noun*, то глагол употребляется в форме единственного числа: *Many an artist comes to the banks of the Avon.*

12. В предложениях с конструкцией *there + be,* если в них имеется несколько подлежащих, то глагол согласуется с первым (ближайшим) из них:

There ***was*** *a textbook and many notebooks on the table.*

ПУНКТУАЦИЯ

1. Точка/Full Stop (US = Period)

1. Ставится в конце предложения:

Edward walked briskly into the hotel. The receptionist looked at him coldly.

2. Может ставиться в конце сокращения или инициалов имен, хотя в британском варианте имеется тенденция опускать точку в таких случаях:

Mr. R. S. H. Smith or Mr R S H Smith

3. Если сокращение состоит из заглавных букв, как правило, не ставится:

UN WHO BBC

Если же сокращение состоит из строчных букв, то ставятся точки:

i.e. p.m. e.g.

4. Когда в сокращении используется последняя буква сокращаемого слова, то в британской норме точка не ставится:

Mr Dr St Rd

2. Запятая/Comma

1. Используется для разделения однородных членов предложения, независимо от способа их выражения (словом или словосочетанием):

Red, pink, yellow and white roses filled the huge vases.

If you take your time, stay calm, concentrate and think ahead, you'll pass your driving test.

2. Иногда (но не обязательно) запятая ставится после придаточных обстоятельственных предложений или обстоятельственных оборотов, предшествующих главному предложению. Запятая в таких случаях нужна или после длинных придаточных, или для того, чтобы избежать двусмысленности всего предложения:

When the sun is shining brightly above, the world seems a happier place.

In the summer of 1984, many trees died.

3. Запятой отделяется вводный член предложения: (e.g. *therefore, however, by the way, for instance)* от остального состава предложения:

Yes, it certainly had been an eventful day.

In fact, I don't even know her name.

Driving on icy roads can be dangerous and one should, therefore, be very careful.

4. Запятая используется для отделения описательного придаточного определительного от главного предложения; такое придаточное заключает в себе дополнительную информацию о каком-либо существительном в главном предложении:

The Pennine Hills, which have been a favourite with hikers for many years, are situated between Lancashire and Yorkshire.

Queen Elizabeth II, a very popular monarch, celebrated her Silver Jubilee in 1977.

Примечания. 1. Ограничительное придаточное определительное (выделяющее данный предмет из класса подобных предметов) никогда не отделяется запятой:

The hills that separate Lancashire from Yorkshire are called The Pennines.)

2. Иногда одно и то же придаточное можно интерпретировать и как описательное, и как ограничительное. В таком случае смысл предложения будет зависеть от того, будут ли поставлены запятые, сравните:

(a) The travellers who knew about the flood took another road.

(b) The travellers, who knew about the flood, took another road.

В первом случае *who knew about the flood* является ограничительным придаточным. Таким образом, это предложение означает, что только те путешественники, которые знали о наводнении, пошли другой дорогой. Одновременно в этом предложении подразумевается, что были и другие путешественники, которые не знали о наводнении и пошли затопленной дорогой.

Во втором случае перед нами описательное придаточное предложение, и определение *who knew about the flood* просто дает дополнительную информацию, но никак не выделяет определяемое существительное. Следовательно, все путешественники знали о наводнении и пошли другой дорогой.

3. Полезно помнить, что во всех прочих случаях придаточные предложения никогда не отделяются запятой от главных — в противоположность правилам русской пунктуации. Поэтому не сле-

дует ставить запятую перед придаточными изъяснительными (например в косвенной речи), что придает английскому письменному тексту совершенно несвойственный ему вид.

3. Вопросительный знак /Question Mark

1. Ставится в конце прямого вопроса:
Who was the first to arrive?
Примечание. Вопросительный знак не ставится в конце косвенного вопроса:
He asked who had been the first to arrive.
2. Ставится в скобках для выражения сомнения:
He was born in 1550 (?) and died in 1613.

4. Восклицательный знак/Exclamation Mark (US also Exclamation Point)

Ставится в конце предложений для указания на высокую степень эмоциональности высказывания:
"What a wonderful surprise!" she cried. "Get out of here and never come back!"
Примечание. Не следует чрезмерно увлекаться употреблением восклицательного знака.

5. Двоеточие/Colon

1. В книжной речи используется после главного предложения перед придаточным, если придаточное иллюстрирует или поясняет смысл главного. В этом случае вместо двоеточия может стоять точка с запятой или точка:
The garden had been neglected for a long time: it was overgrown and full of weeds.
2. Употребляется перед перечислением множества предметов, часто после таких вводных фраз, как *such as, for example, for instance, in the following examples, as follows:*
Your first aid kit should include the following items: cotton wool, lint, antiseptic lotion, sticking plaster, bandages and safely pins.
3. Для введения прямой речи:
It was Disraeli who said: "Little things affect little minds."

4. В американской норме используется после обращения в заголовке письма:
Dear Ms Burton:
Thank you for your...

6. Точка с запятой/Semicolon

1. В книжной речи используется для отделения простых предложений в рамках сложносочиненного (как правило бессоюзного) предложения:
The sun was setting now; the shadows were long.
He had never been to Russia before; however, it had always been one of his lifelong ambitions.
2. Употребляется вместо запятой в тех случаях, когда отделяемые части уже содержат в себе запятые и использование запятой привело бы к затруднению при чтении предложения:
There are two facts to consider: first, the weather; second, the expense.

7. Тире/Dash

1. Используется вместо двоеточия или точки с запятой для придания предложению большей выразительности и эмоциональности:
Sirens blared, men shouted, and people crowded in to witness the scene — it was chaos.
So you ve been lying to me for years and years — how can I ever trust you again?
2. Для отделения вводных элементов (конструкций, предложений) от главной части предложения:
Schooldays are the happiest days of our lives—or so we are told.
Schooldays—or so we are told — are the happiest days of our lives
Примечание. В книжной речи вместо тире употребляются скобки или запятые.
3. Для обозначения на письме неоконченности высказывания в русской пунктуации в этой функции применяется многоточие):
"You'll find it in —" were his dying words.

8. Скобки/Parentheses (GB also Brackets)

1. Используются для отделения какой-либо дополнительной информации или комментариев автора от остального предложения:

Schooldays (so we are told) are the happiest days of our lives.

He said he'd never seen the sea before (but I think he was joking).

2. Для указания на перекрестную ссылку:

The abacus (see the picture on page 1) is used for teaching numbers to children.

9. Кавычки/Quotation Marks (GB also Inverted Commas)

1. Используются при упоминании разговорного слова или специального термина, употребляющегося в необычном контексте, или же для привлечения внимания читателя к определенному слову:

Next the clay pot had to be "fired".

He called himself a "gentleman", but you would never have thought so from the way he behaved.

2. Прямая речь (вместе со знаками препинания) заключается с обеих сторон в кавычки:

"What on earth did you do that for?" he asked.

При этом слова автора, вводящие прямую речь, отделяются от прямой речи запятой, если нет других знаков (вопросительного или восклицательного):

John said, "That is all I know."

"That is all I know," said John.

"That," said John, "is all I know."

"Why?" asked Join.

Примечание. В американском варианте английского языка, как правило, используются двойные кавычки ("Quotation Marks"), в британском — одинарные ('Inverted Commas').

10. Дефис/Hyphen

Дефис используется при написании производных (*pre-Raphaelile, anti-Nazi, re-elect*) или сложных (*radio-telescope, fork-lift truck, mother-in-law*) слов.

Примечание. Важно не путать дефис и тире.Дефис используется для отделения в пределах одного слова (то есть не является

знаком препинания), в то время как тире разделяет части предложения. По длине дефис равен половине длины тире.

11. Апостроф/Apostrophe

1. Используется для обозначения родительного падежа существительного:

а) существительных в единственном числе: *the dog's bone* (в том числе оканчивающихся на -s: *the princess's smile*).

Примечание. Имена собственные, оканчивающиеся на -s, имеют два варианта образования родительного падежа: *King Charles's crown*, или *King Charles' crown.*

б) существительных во множественном числе: *students' books;*

в) существительных, имеющих форму множественного числа, образующуюся не по общему правилу: *men's jackets.*

2. Для обозначения пропуска букв или цифр:

I'm (=I am); he's (=he is/has), they'd (they would/had), in '97 (=1997).

3. Перед буквой s для обозначения множественного числа (сокращения, буквы или цифры); при этом после цифры или заглавной буквы s может добавляться и без апострофа:

in *the 1960's* or *in the 1960s; MP's* or *MPs.*

He can't pronounce his r's.

Примечание. Апостроф используется и для образования окказиональных форм множественного числа у тех слов, которые не имеют категории числа:

No if's, and's or but's—just do as I say.

УПРАЖНЕНИЯ

АРТИКЛЬ

Exercise 1. Answer these questions in English. Add some more details to your answer. Exchange roles. See that your partner uses a different context. (for work in pairs)

1. What's the man?
— Он переводчик.
2. Who's the interpreter?
— Он студент нашего курса.
3. What has the child picked up from the floor?
— Это конфета, которую ты ему дала.
4. Have you seen the new film by Mikhalkov?
— Да, конечно! Какой замечательный фильм!
5. Does the woman work at the theatre?
— Да, она — очень известная актриса.
6. Do you see that black dog in the distance? What could it be?
— Похоже, это человек.
7. What building can it be?
— Судя по зданию, это, наверное, школа.
8. What shall I give you?
— Дай мне какой-нибудь карандаш или ручку, мне надо письмо написать.
9. Where shall we go, boys?
— Давайте пойдем в плавательный бассейн, мы там давно не были.
10. Are there any facilities in that part of the town?
— Да, там есть стадион и плавательный бассейн.
11. Why did you stop writing?
— Боюсь ошибку сделать. Как пишется слово «желтый»?
12. Почему ты не начинаешь писать изложение?
— Я забыла заглавие рассказа.
13. Has your brother a pet?
— Да, целых два: кролик и черепашка. Я люблю черепашку, а маме нравится больше кролик.
14. What have you caught?
— Бабочку!

— Это не бабочка, а моль!
15. Where's your mother?
— Она ушла в школу.
— Does she work at school?
— Нет, она в школе на родительском собрании. А работает она в фирме.
16. Can you solve the riddle?
— Давай! Ой, нет, это очень трудная загадка. Спроси меня загадку полегче.
17. Who's the man you introduced me to?
— Это известный композитор.
— Ой, это не тот ли композитор, что написал музыку к фильму «Титаник»?
18. Where does your aunt live?
— В небольшом городке, недалеко от Петербурга.
19. What's there in your pocket Bill?
— Яблоко, которое ты хотела отдать Джону.
20. What shall I tell you now, children?
— Расскажите нам какую-нибудь смешную историю.
21. When will he come back?
— Через час.
22. When shall I come again?
— Через месяц.
23. What shall we buy?
— Килограмм сахару, полкилограмма печенья и парочку пирожных.
24. What time is it now?
— Четверть шестого.
25. What is the speed of your car?
— Я люблю ездить со скоростью сто километров в час.
26. How many seconds are there in a minute?
— В минуте шестьдесят секунд.
27. How many days has a week?
— В неделе семь дней.
28. When did they move to this town?
— Год назад.
29. Could you speak English before?
— Я не знала ни единого слова.

30. What kind of wine do you like?
— Я пью только сухое вино.
31. Mother, what is the dog eating?
— Это завтрак, который ты мне приготовила.
32. What do you think of the new pupil?
— Он трудолюбивый мальчик.
33. What sort of soup am I eating?
— Куриный, разве не видишь?
34. What did your Mother put into the salad?
— По-моему, это сметана.
35. What do you think made the man surrender?
— Не думаю, что это был страх.
36. The soup you gave me yesterday was better, Mum.
— Почему? Это тот же самый суп.
37. Where do the men come from?
— Они англичане.
38. What letters are these?
— Это буквы «R» и «К».
39. What's there in your purse, boy?
— Деньги.
— How much?
— Достаточно, чтобы купить мороженое.
40. Did you hear the weather forecast?
— На завтра обещают хорошую погоду.
41. What's the subject of your discussion?
— Современная поэзия.
42. What are the main meals in this country?
— Завтрак, обед и ужин.
— And in the States?
— Завтрак, ланч и обед.
43. What season do you prefer?
— Зиму.
— Why?
— Я люблю зимний спорт.
44. What is it you want, Granny?
— Передай мне хлеб, пожалуйста.
45. What's that stain on your dress?
— Ой, это жир!

Exercise 2. React to the situation emotionally and in words. Use the article with the nouns. Enlarge on the situations. (For work in pairs.)

1. У книжного киоска вы говорите своему спутнику: «Подожди минуту, я куплю газету».Пусть он отреагирует.
2. Вы увидели у меня в комнате щенка. Поинтересуйтесь, где я его взяла.
3. Вы примеряете пальто, которое вам буквально навязывает продавец. Вам пальто не нравится. Скажите об этом.
4. В гости к вашей подруге пришел незнакомый мужчина. Вам интересно. Спросите у подруги, кто он.
5. Вы хотите посмотреть журнал, который лежит на другом конце стола, там, где сидит ваш коллега. Попросите его передать вам журнал.
6. На прилавке стоит банка с краской. Спросите продавца, сколько она стоит.
7. Вы примеряете перчатки. К вам подошла знакомая. Посоветуйтесь с ней, стоит ли покупать их.
8. Мы возвращаемся из музея и обмениваемся мнениями. Скажите, что вам очень понравился экскурсовод.
9. Ваша группа сдавала экзамены. Вы сдали одна из первых и ушли, но вам интересны результаты экзамена. Позвоните подруге и спросите, все ли студенты сдали экзамен.
10. Вы обещали принести газету с интересной статьей. Скажите, что, к сожалению, вы не смогли ее найти.
11. Один из учащихся не был на вашем уроке вчера. Спросите его, почему он пропустил урок.
12. По радио только что исполнили новую песню вашего любимого композитора. Поинтересуйтесь, понравилась ли она вашей гостье.
13. Друзья пригласили вас к себе погостить. Скажите, что вы благодарны за приглашение и что обязательно приедете.
14. Вчера мы были с вами на вечере, но вы ушли раньше. Спросите, когда вечер закончился и как он прошел.
15. Вы рассказываете мне, что встретили сегодня мою сестру на вокзале. Скажите, что она стояла у справочного бюро и разговаривала со служащим.

16. Вы приходите в учительскую и объявляете, что занятий завтра не будет. Скажите, что вы только что встретили директора, который и сообщил вам об этом.

17. Вы пришли покупать тетради. За прилавком никого нет. Спросите, где продавец.

18. Вы пришли в театр. Спросите, где находится гардероб.

19. Вас попросили поделиться впечатлениями о футбольном матче. Скажите, что матч вам понравился, но судья иногда был несправедлив к нашим игрокам.

20. Вы привели в библиотеку ребят, которые должны помочь переплетать книги. Представьте их библиотекарю и скажите, что это те мальчики, которые будут работать в библиотеке.

21. У вашего брата два костюма: черный и коричневый. Он спрашивает, какой костюм ему надеть на вечер. Скажите, что ему больше идет черный костюм.

22. Давая домашнее задание,укажите, что третье упражнение надо сделать письменно.

23. Уточните, как написать слово «sentence»: после буквы «n» стоит буква «c» или «s»?

Exercise 3.

1. Read the sentences aloud to each other (make the phrases sound natural).

2. Analyse the use of the article.

3. Leave the situations semantically unchanged but substitute the nouns.

1. When I got off the train I could smell the sea.
2. But for the storm, I would have been home before eight.
3. I've eaten nothing but bread and cheese since Sunday.
4. One day people will be able to run a kilometre in 2 minutes.
5 I once had to take a group of students from Rome to Berlin.
6. Napoleon was not a big man, but he was a great man.
7. We've rented a cottage in the Alps for the summer.
8. Please, put down the address not to forget it. (or: ...so as not to forget it/)
9. Who has a dictionary? — I have (or: I do.)
10. He peeled and chopped the onions.

11. She was late because she overslept and missed the train.
12. You need a special licence to marry a foreigner.
13. I like opera. — I do too.
14. Either you leave the house, or I'll call the police.
15. I'd like to live in either an expensive house or in an old country house.
16. I always eat bread with honey. My wife never does.
17. How much were the cigarettes? — To tell the truth, I forgot to buy them.
18. It's important to listen to people carefully. I usually do.
19. I can't give you disinterested advice because I'm a business colleague of your employer.
20. Mummy, can I draw a picture on the wall? — You dare!
21. Was the concert nice? — Yes, as a matter of fact, it was terrific.
22. The child had a feeling of security when his mother was near.
23. Turn off the flame as soon as the water boils.
24. Mary boiled water for tea.
25 The hours I spent with you were the happiest in my life.
26. The vegetables need more salt.
27. We don't go out after dark.
28. Can cats really see in the dark?
29. The beauty of Venice consists in the style of its ancient buildings.
30. Cheese is made of the milk of cows, sheep or goats.
31. The circumstances forced me to accept a very low price when I sold the house.
32. The actor looked out from the stage into a sea of faces.
33. Who was at the party besides Jack and the Bensons?
34. Who's the big blond sitting beside Philip?
35. Mummy, can I have a big lunch today?
36. She loves life.
37. She is studying the life of Beethoven.
38. Books are expensive.
39. Move the books off the chair and sit down.
40. A baby deer can stand as soon as it is born.
41. I know, it's eighteenth-century music.
42. Oh, it's the music of the eighteenth century!

Exercise 4.

1. Insert the article when it is necessary. 2. Change every sentence into another situation so that you might use the same nouns but with the different article. (for work in pairs)

1. Would you go and tell... children to shut up?
2.... cars in that garage belong to... girl who lives... next door.
3.... new secretary doesn't like me.
4. There is... broken window in... kitchen.
5... window broken yesterday will have to be paid for.
6. Not all... English people like... fish and... milk.
7. How long would it take across... river?
8.... beautiful is not... same as... good.
9. He longed for... warmer weather.
10. Mitch, we are not pushing, but we need... answer as soon as possible.
11. We deal only with... people who can pay.
12. You forget to water... flowers and they withered.
13. When I was... little boy I wanted to marry... daughter of... driver who lived... next door.
14. Scarlett came down... dark stairs slowly, like... old woman, feeling her way, clinging to... banisters lest she fall.
15. Would you prefer... beer or... wine?
16. She never listens to... advice which I give her.
17. Even... child would have done this work.
18. ... job wasn't very interesting, but on... other hand it was well paid.
19. She felt so miserable when she heard... news.
20. I'll give you... bigger steak: I'm not very hungry.
21. ... weather is colder than... last week.
22. I'm looking for... understanding girl-friend.
23. I'd like... comprehensive street map of... London.
24. ... sooner you start,... more quickly you'll be finished.
25. ... older I get,... happier I am.
26. She is... most sensible of... Smiths.
27. It's best cooked in... olive oil, as... Italians do it.
28. Mary's... nicest of... four girls in... family.
29. ... car is running less smoothly than it used to.

30. I can't close... window. Can you help me?
31. She comes from... Scotland though her mother is... Welsh.
32. Tell me about... girl who came to see you in... office this afternoon.
33. What have you done with... dish-cloths?
34. ... dogs don't like me.
35. ... dog doesn't like me.
36. There's... man we met in... pub... last night.
37. ... gold can't be dissolved by... hydrochloric acid.
38. Celia can do... shopping, I'll do... cooking, Harold can do... washing up.
39. Have you got... telephone? I could call you tonight.
40. Will you answer... phone? It could be your mother.
41. I'll be in... bed by... time you get... home.
42. By... time that... security guard had realized what was happening, ... gang was already inside... bank.
43. She plays both... piano and... guitar.
44. Come and stay this weekend and bring your wife. - Thanks. I'd love to. Can we bring... children too?
45. ... boundary between... farms follows... line of... river.
46. We live 10 miles from... Welsh border.
47. My parents hoped I would study... literature but I didn't want to.
48. They wanted me to study... Greek architecture but I didn't want to.
49. I opened... door but couldn't see anybody.
50. I hoped you passed... exam. - No, as... matter of... fact, I didn't.
51. How was... holiday? - Well, actually, we didn't go.
52. ... moon gives... light at... night.
53. I've got... least money of all... colleagues.

Exercise 5. Translate into Russian. Explain your choice of the article when it is necessary.

1. Мери, оставь ребенка в покое!
2. С днем рождения, мамочка! Я сама торт испекла!
3. Джон, кто эта дама, с которой ты беседовал, когда я пришла?
4. Ник, девочки шлют тебе привет и наилучшие пожелания.

5. Не против, если я повешу картину над диваном?

6. О, — сказал молодой человек, — тогда я пошлю вам красные розы.

7. — Где ты нашла книгу? Я ищу ее уже час!

8. — Можно, я тоже посмотрю книжку?

9. Ты дала мне такое большое яблоко!

10. Тебе надо будет переписать упражнение.

11. Впусти кошку, пожалуйста.

12. Сходи в кухню, посмотри, выключила ли я газ.

13. Богатые не понимают бедных.

14. Корова — священное животное в Индии.

15. Ветер сегодня очень сильный.

16. Дети в порядке?

17. Тебе не кажется, что брюки немного коротки?

18. К тому времени, когда ты придешь, я закончу книжку.

19. Рубашка моего размера, но мне цвет не нравится и фасон.

20. Ой, я думала, это мед!

21. Какая сегодня отвратительная погода!

22. Тебе нравится работа учителя?

23. Она — друг нашей семьи.

24. Я вчера поссорилась с соседями.

25. Ой, это горячий чай!

26. — Хотите купить картину?

— Нет, я хочу знать, где художник писал ее. Мне кажется, я узнаю пейзаж.

Exercise 6. Render the situations in English (don't translate word for word) and use the article (or the zero article) before all the nouns. Explain the use of the article. (The situations are taken from original Russian modern literature).

1. Давай яблоки съедим!

2. Оставь газету и поговори со мной серьезно.

3. Ты видела фильм..., забыла, ну с Цыбульским?

4. — Ты хочешь супу или сок будешь пить?

— Супу. И сок могу тоже выпить.

5. Это дочь моего друга, самого лучшего друга. Это Машенька, она выросла вот и стала красавицей.

6. А серебро доставят на дом?

7. Ну что ж, продолжим разговор о серебре.

8. — Вот тебе груши.

— Не хочу груш!

9. — Где платок?

— Да спрятала в лодке.

10. Выньте карту из колоды! — приказал он.

11. Только не уходи с лестницы!

12. Давайте топить камин.

13. Мясо еще не готово, я говорю.

14. — Он кудрявый, правда?

— Кто? — спрашивала мама.

— Мальчик, с которым мы ехали.

— Где ехали?

— В трамвае.

— В каком?

— Ну сейчас, из садика.

15. — Пойдемте со мной!

— Куда?

— На мамин день рождения!

— Так я... должен рубашку надеть, — он был в майке, — одну минуточку!

16. Скоро ты выздоровеешь, я тебе яблоки принесла, — и совала мне огромные красные яблоки.

17. Но я бусы не трогала! Их трогала Надя!

18. Дайте мне веревку, — попросил он.

19. Каждый вечер смотрите на звезды и думайте обо мне.

20. А где гитара? — спросил он.

21. — А где можно вымыть руки? — спросил он.

— В озере, — сказали мы.

— В озере? Озеро — это прекрасно, — грустно сказал он.

22. — А где же озеро? — опять спросил человек.

— Да вот же! Надо ехать прямо и по шоссе.

— А.... — протянул он и поехал не в ту сторону. Он петлял по полю и у самой дороги попросил нас выйти из машины и вполз на шоссе.

23. Он поплелся к озеру, и мы все хотели, чтобы он нашел себе дачу, но он и не думал искать.

24. — Куда ты там ходила?

— Да я все дома. С внуком сидела.

25. Женщине, чтобы ты знал, Игнатьев, будь она хоть Софи Лорен, надо говорить: пшла вон! Тогда и будет уважать!

26. Каждый вечер я говорю себе: завтра встану другим человеком! Квартиру отремонтирую, буду бегать по утрам.

27.— Что вам? — спросила медсестра.

— Чистый лист, — сказал Игнатьев. — Просто чистый лист.

28. Вот у моей мамы до войны брошь была...

29. Чем новеньким побалуете?

30. Вощагин, высокий и худой, похожий на чеховского врача, попросил посетителя показать ему документы.

31. Да вот как раз насчет тех самых денег. — Сергей вынул из пачки конверт.

32. Поговорим об удивительном, мистическом. У Алисы была подруга, наперед предсказавшая всю свою жизнь: брак, двоих детей, развод, раздел квартиры и вещей.

33. Юра обстоятельно, в деталях, рассказал, как у одного знакомого украли машину и как милиция поймала вора. Андрей поведал о знакомой собаке, которая открывала дверь своим ключом и разогревала обед в ожидании хозяев.

34. Однажды она взяла отпуск и поехала проведать своих петербургских сестер, но туда ей не суждено было добраться. Вызванная телеграммой обратно в имение, она вернулась и увидела, что богатые родители рыдают, бородатый врач тихо торжествует, а мальчик лежит и молчит.

35. Гурецкий быстро нашел официанта, обслуживающего их тогда и, отведя его в сторонку, показал ему удостоверение следователя. Едва кинув взгляд на красную книжечку, официант отступил на шаг, но тут же вернулся на исходную позицию, изрядно побледнев при этом.

— Вы меня помните? Мы здесь обедали примерно месяц тому назад, точнее, 10 октября. Нас было трое: женщина, я и девочка лет шести.

— И рыжий колли? — угодливо подхватил официант. — Конечно, я все помню!

Exercise 7.

1. Explain the use of the article.

2. Translate the sentences into Russian.

1. Time is relevant, baby.

2. Now she turned restlessly on the bed, already dozing.

3. She pushed the door open, staggered out, and was suddenly overcome by the horrible certainty that Jack had only pretended to leave, that he was lying in wait for her.

4. The snow had stopped and a silver-dollar moon had peeped out through the raftering clouds. Far down the road but coming towards them was a pearly chain of lights. The wind dropped for a moment and Hallorann heard the faraway buzzing snarl of snowmobile engines. And the long darkness was over.

5. I let myself in the front door, changed into jeans and a sweater and walked into the work room. Battered furniture covered with faded summer fabric filled the small place.

6. "The family's together, Mother," Honora said. "Georgie's cooked a lovely dinner. Can't you smell the lamb?" "And am I being a boring mother-in-law?" "Yes!" Donald, Clare, Nick and I said at once.

7. In a week the weather was clear and fine. I lay on the floor of my work room, reading old newspapers. The sun had come round the Point and was streaming through the windows. It glittered on the bay. Shore birds appeared in bold relief against the brightness. By their silhouettes I recognized mallards, mergansers, buffleheads. Then the telephone rang.

8. The days of early summer passed quickly. It gave me pleasure to work each day before the heat came, filling the air with white mist. One day I called every woman whose engagement announcement appeared in the "New London Day", to ask questions about love, family, what she wanted from life. The answers ranged from thoughtful to absurd.

9. The timer sounded to tell us the chicken was ready. "I don't want roast chicken," Nick said.

10. "Michele, I am going to the hospital", he called.

11. A vivid purple and orange sunset blazed in the western sky. I leaned against a stone balustrade at the terrace's far end, talking to John Avery. He had changed out of his safari suit into a coral silk blazer and white slacks.

12. The emptiness of my house struck me because I would be alone in it all night.

13. The day was perfect: bright sun and a deep blue sky.

14. We landed on a black lake ringed by parasol pines in the heart of the Berkshires. Gently rounded mountains made velvety green by the thickness of trees surrounded us.

15. He cooked hot dogs and hamburgers on a gas grill, but after that first beer Nick, the pilot, refused to drink another.

16. The sun had set, but light reflected in the sky, clinging to the water's surface, to the trees, to the yard and houses, to everything on earth.

17. I stopped crying but the terror I felt grew and grew.

18. Then school was over and it was the Fourth of July. Clare and I had been counting the days. We had even cut new state flags out of a "National Geographic". Wearing red, white and blue bathing suits, we waited in the yard for the guests.

19. "I've been trying to arrange an interview with a Caroline Horne — you may have read about her." "Yes, the woman who shot the man who killed her mother. She is in prison in Chicago. She is an eighth grade teacher. She was just out of college at the time of the murder. The police caught the man who did it, and Caroline bought a gun, went to the prison and shot him."

20. Back at the GREGORY I called Nick to tell the news, but Denise said he was at a meeting. I turned the air conditioner to high and lay across the bed. The machine rattled but I discerned no movement of air.

21. Maybe you should treat yourself with a really nice dinner and a movie tonight.

22. One morning I rode my bicycle to the Post Office to mail my second quarterly report to the Averys. Under the hard blue sky, cloudless, reflecting the calm sea, I pedaled slowly home. I felt as though I had earned the right to leisure.

23. For the first time in my life of fixing dinners and setting tables I didn't light candles. I turned on lamps around the room that cast a cosy glow but didn't suggest romance. It was a meal to be gotten through.

24. I paused. The idea seemed too preposterous. But the question demanded an answer.

25. His attitude to life, when he left University, dismayed me. Medicine was of no interest. Politics was unappealing to him. He wanted to be a journalist, the onlooker's position in life. He got a job on a local paper.

26. Our father, to his credit, decided in our teens that it was essential we both go to boarding school in England. At the beginning I was miserable without my brother Aston. But I adjusted. Aston didn't. His letters to me were full of sadness and I told Father about it. The school, when Father talked to them, put it down to a difficult period of adjustment.

27. When the holidays were over and we went back to school he didn't reply at first to the letters I sent to him. Then I received a note that read: "It's better if you don't write."

28. The thought of a weekend with Ann and Martyn at Heartly opened a world of terror, and possibilities and joy.

29. Information can change the world.

30. The desperation that compelled me to leave Brussels and to take the night train to Paris was driven by a terror that I might never see her again.

31. We say that life is sweet, its satisfactions deep. All this we say, as we sleepwalk our time through years of days and nights. We let time cascade over us like a waterfall believing it to be never ending.

32. Life simply requires intelligence and determination.

33. We expect a Mr. Fletcher.

34. Mrs. Sawyer pushed open the kitchen door; "It's for you — A Mister Flynm."

35. In the next block was the Horan Gallery. The brass plate under the bell button gave the address only — no name.

36. Coffee awaited them on a butler's table. "Cream or sugar?" "Just the coffee will be fine."

37. "You want the Picasso purely for your private collection?" asked Horan.

38. To the right of the hall, in what had once been a family living room, was no furniture other than objects of art. Passing the door, Fletch saw a Rossetty on an easel. On the far wall was a Rousseau, over a standing glass case. On a pedestal was a bronze Degas dancer. Facing the door was a Corot, on an easel.

39. He rose from behind a Louis Seize desk, made a slight nod of his head which would have passed in Europe for an American bowing, and strode across the Persian carpet with his hand extended.

Exercise 8. Insert (the) articles.

1. Fletch looked at his watch. Instinctively he timed... swiftness of police. He returned to... living room and mixed himself... Scotch and... water at... sideboard. He wouldn't bother. .. ice.

2. Even with... hair his head was small in... proportion to his body, like... tiny, innocent-looking knob in... control of... huge, powerful machine.

3. By... way, what is that painting over... desk? You can't see it from where you are. When did you notice it yourself?... painting, I mean?

4. After he shaved and took... cold shower, he did his hundred push-ups on... bedroom carpet,... towel spread under him.

5. He did not hesitate under... canopy of... Ritz Carlton Hotel. He went through... revolving door, across... lobby to... newstand and bought... map of... Boston and a Morning Star. He turned... pages of... newspaper as he walked.

6. Using his map, Fletch crossed to... Boylston Street and walked into ... Copley Square.

7. "Free for... lunch?" — "When?" — "About 2 o'clock. Can you make it?" — "Sure."

8. ... sun appeared between... clouds.

9. It took Jack... second to realize... question was serious.

10. When at... Durham she was left alone in... compartment with one passenger and he... man, she went into... corridor and stood looking out into... whirling darkness.

11. Of... ten pounds she had received for... ring and... pound she had in her pocket when she entered... pawn shop she had only... few shillings left, but it didn't matters she was nearly... home.

12. As she looked at these men, her brothers,... warmth that emanated from them became almost unbearable.

13. They were talking as if she was... child,... child who couldn't speak for herself.

14. At home she tried on... suit,... skirt proved to be... little large but... rest fitted her as if it had been made for her.

15. "You can't dance on... empty stomach," said Hannah in... conciliatory tone.

16. There's never... day goes past that I don't come in and just stand and look at it.

17. Rosie knew she had said... wrong thing, also that her mother spoke... truth, at least, about that thing.

18. She believed that... woman was known by her front door. She wanted... prestige, and she went for it in... only way open to her: to have... bigger and better house. In... fact she wanted to walk in... step with... Peddingtons who lived at... number 8...Brampton Street.

19. "And don't tell me about... unemployed."

20. "Why should I take... trouble to warn you?"

21. ... three children were grouped around... foot of... stairs looking upward with... eager faces, and their Mother cried at them.

22. ... chest didn't match... modern suite. It was not... chest at all but... original Charles... Second walnut desk with... flat top which Mary had bought forty years ago for... two pound ten.

23. There flashed in... Rose's mind... picture of them emptying... shed last night and what lay beneath where they sat at... moment, but she let... picture slide away.

24. She could discuss... news of... day as if she had read... newspaper from... beginning to... end, when all she had done was listen to... wireless,... wireless was not only her tutor, but it was her facesaver.

25. As... kettle began to whistle... shop door shook and... bell rang, and rising hastily he pulled... kettle aside, pushed all... papers into... drawer, and went out through... shop and opened... door.

26. It was... different silence from that he had shared with Denis.

27. From... small grocery business his father left him, he built... chain of... retail shops that made him... wealthy man.

28. My mother didn't seem to me to have been... beauty. I heard her once described as having been... vivacious young woman, She painted as... young girl. Some of her watercolours decorated... wall of my childhood home.

29. My life as... child, and as... young man, seems shrouded in... mist, permeated by... constant power of my father's presence.

30. My wife is beautiful. For that, I have... evidence of my own eyes, and... reaction of those who meet her. Hers is... beauty of...

pleasing proportions,... felicitous blending of... eyes,... skin, and... hair. She is complete.

31. As... time went on, I became less patient.

32. I hated... lack of... freedom for which... Left increasingly stood. I accepted... basic philosophy of... Conservative Party. I was... questioning, challenging, dissatisfied Conservative. But I was still... Conservative at... heart.

33. I was forty-five, with... beautiful and intelligent wife,... son at... Oxford, and... daughter at... public school.

Exercise 9.

1. Read and translate the text and explain the use of the article.

2. Retell your partner the text close to the original.

3. Write out words and phrases which you like. Learn them and use them in situations of your own.

John Grisham, The Firm. Chapter 16, p. p. 193-196; Chapter 17, pp. 201–202.

Chapter 16

Mitch sat in the corner of the bar, drinking coffee and watching the front door. He was early, and had planned it that way. He had called her three hours earlier and asked if he could have a date for seven. She asked why, and he said he would explain later. Since the Caymans he had known someone was following, watching, listening. For the past month he had spoken carefully on the phone, had caught himself watching the rearview mirror, had even chosen his words around the house. Someone was watching and listening, he was sure.

Abby rushed in from the cold and glanced around the parlor for her husband. He met her in the front of the bar and pecked her on the cheek. She removed her coat, and they followed the maitre d' to a small table in a row of small tables which were all full with people within earshot. Mitch glanced around for another table, but there were none. He thanked him and sat across from his wife.

"What's the occasion?" she asked suspiciously. "Do I need a reason to have dinner with my wife?" "Yes. It's seven o'clock on Monday night, and you're not at the office. This is indeed a special occasion."

A waiter squeezed between their table and the next, and asked if they wanted a drink. Two white wines, please. Mitch glanced around

the dining room again and caught a glimpse of a gentleman sitting alone five tables away. The face looked familiar. When Mitch looked again, the face slid behind a menu.

"What's the matter, Mitch?"

He laid his hand on hers and frowned. "Abby, we gotta talk."

Her hand flinched slightly and she stopped smiling. "About what?"

He lowered his voice. "About something very serious." She exhaled deeply and said, "Can we wait for the wine. I might need it."

Mitch looked again at the face behind the menu. "We can't talk here."

"Then why are we here?"

"Look, Abby, you know where the rest rooms are? Down the hall over there, to your right?" "Yes, I know." "There's a rear entrance at the end of the hall. It goes out to the side street behind the restaurant. I want you to go to the rest room, then out the door, I'll be waiting next to the street."

She said nothing. Her eyebrows lowered and the eyes narrowed. Her head leaned slightly to the right.

"Trust me, Abby. I can explain later. I'll meet you outside and we'll find another place to eat. I can't talk in here."

"You're scaring me."

"Please," he said firmly, squeezing her hand. "Everything is fine. I'll bring your coat."

She stood with her purse and left the room. Mitch looked over his shoulder at the man with the familiar face, who suddenly stood and welcomed an elderly lady to his table. He did not notice Abby's exit.

In the street behind Paulette's, Mitch draped the coat over Abby's shoulders and pointed eastward. "I can explain," he said more than once. A hundred feet down the street, they walked between two buildings and came to the front entrance of the Bombay Bicycle Club, a singles bar with good food and live blues. Mitch looked at the head-waiter, then surveyed the two dining rooms, then pointed to a table in the rear corner. "That one," he said.

Mitch sat with his back to the wall and his face toward the dining room and the front door. The corner was dark. Candles lit the table. They ordered more wine.

Abby sat motionless, staring at him, watching every move and waiting.

"Do you remember a guy named Rick Acklin from Western Kentucky?"

"No," she said without moving her lips.

"He played baseball, lived in the dorm. I think you may have met him once. A very nice guy, real clean-cut, good student. I think he was from Bowling Green. We weren't good friends, but we knew each other."

She shook her head and waited.

"Well, he finished a year before we did and went to law school at Wake Forest. Now he's with the FBI. And he's working here in Memphis." He watched her closely to see if "FBI" would have an impact. It did not. "And today I'm eating lunch at Obleo's hot-dog place on Main Street, when Rick walks up out of nowhere and says hello. Just like it was a real coincidence. We chat for a few minutes, and another agent, guy by the name of Tarrance, walks up and has a seat. It's the second time Tarrance has chased me down since I passed the bar."

"The second...?"

"Yes. Since August."

"And these are... FBI agents?"

"Yes, with badges and everything. Tarrance is a veteran agent from New York. Been here about two years. Acklin is a rookie they brought in three months ago."

"What do they want?"

The wine arrived and Mitch looked around the club. A band was tuning up on a small stage in a far comer. The bar was crowded with well-dressed professional types chitting and chatting relentlessly. The waiter pointed the unopened menus. "Later," Mitch said rudely.

Chapter 17

THE snow cleared long before Christmas, leaving the ground wet and making way for the traditional Southern holiday weather of gray skies and cold rain. Memphis had seen two white Christmases in the past ninety years, and the experts predicted no more in the century.

There was snow in Kentucky, but the roads were clear. Abby called her parents early Christmas morning after she packed. She was coming, she said, but she would be alone. They were disappointed, they said, and suggested that perhaps she should stay if it was causing trouble. She insisted. It was a ten-hour drive. Traffic would be light, and she would be there by dark.

Mitch said very little. He spread the morning paper on the floor next to the tree and pretended to concentrate as she loaded her car. The dog hid nearby under a chair, as if waiting for an explosion. Their gifts had been opened and arranged neatly on the couch. Clothes and perfume and albums, and for her, a full-length fox coat. For the first time in the young marriage, there was money to spend at Christmas.

She draped the coat over her arm and walked to the paper. "I'm leaving now," she said softly, but firmly.

He stood slowly and looked at her.

"I wish you would come with me," she said.

"Maybe next year." It was a lie, and they knew it. But it sounded good. It was promising.

"Please be careful."

"Take care of my dog."

"We'll be fine."

He took her shoulders and kissed her on the cheek. He looked at her and smiled. She was beautiful, much more so than when they married. At twenty-four, she looked her age, but the years were becoming very generous.

They walked to the carport, and he helped her into the car. They kissed again, and she backed down the driveway.

Merry Christmas, he said to himself. Merry Christmas, he said to the dog.

Exercise 10. Choose the right article. (From J.Grisham. The Firm. Chapter 14.)

The/a same Chevette with a/the same driver had been parked in front of a/the gift shop next to the/a bank, and now, moments later, it was parked four blocks away. The/A native on the/a bicycle stopped next to him and took the/a cigarette. The/a man in a/the car pointed at the/a library. A/The native left his bicycle and walked quickly across the/a street.

Mitch folded a/the newspaper and stuck it in his coat. He walked past the/a rows of shelves, found the/a National Geographic and sat

down at the/a table. He studied the/a magazine and listened carefully as a/the native climbed the/a stairs, noticed him, walked behind him, seemed to pause as if to catch the/a glimpse of what he was reading, then disappeared down the /a stairs. Mitch waited for the/a moment, then returned to the/a window. A/The native was taking another cigarette and talking to the/a man in the/a Chevette. He lit a/the cigarette and rode away.

Mitch spread a/ the newspaper on the/a table and scanned a/ the headline story of the/a two American lawyers and their driver guide who had been killed in the/a mysterious accident a/the day before. He made mental notes and returned a/the paper.

The /A Chevette was still watching. He walked in front of it, made a/the block and headed in the /a direction of a/the bank. A/The shopping district was squeezed tightly between the/a bank buildings and Hogsty Bay. The/A streets were narrow and crowded with tourists on foot, tourists on scooters, tourists in rented compacts. He removed his coat and ducked into the/a T-shirt shop with a/the pub upstairs. He climbed a/the stairs, ordered the/a Coke, and sat on the/a balcony.

Within minutes the/a native with a/the bicycle was at the/a bar, drinking the/a Red Stripe and watching from behind a/the handprinted menu.

Mitch sipped on the/a Coke and scanned the/a congestion below. No sign of a/the Chevette, but he knew it was close by. He saw another man stare at him from a/the street, then disappear. Then a/the woman. Was he paranoid? Then a/the Chevette turned the/a corner two blocks away and moved slowly beneath him.

He went to a/the T-shirt store and bought a/the pair of sunglasses. He walked for the/a block, then darted into an/the alley. He ran through a/the dark shade to the/a next street, then into the/a gift shop. He left through a/the back door, into an/the alley. He saw a/ the large clothing store for tourists and entered through the/ a side door. He watched a/the street closely and saw nothing. The racks were full of shorts and shirts of all colors — clothes the/a natives would not buy but the/a Americans loved. He stayed conservative — white shorts with the/a red knit pull-over, He found the/a pair of straw sandals that sort of matched the/a hat he liked. A/The clerk giggled and showed him to the/a dressing room. He checked the/a

street again. Nothing. The/a clothes fit, and he asked her if he could leave his suit and shoes in a/the back for the/a couple of hours. "No problem, mon," she said. He paid in cash, slipped her a/the ten and asked her to call the/a cab. She said he was very handsome.

He watched the/a street nervously until a/the cab arrived. He darted across the/a sidewalk, into a/the back seat. "Abanks Dive Lodge," he said.

"That's a/the long way, mon."

Mitch threw a/the twenty over a/the seat. "Get moving. Watch your mirror. If someone is following, let me know."

He grabbed the/a money. "Okay, mon."

Mitch sat low under his new hat in a/the back seat as his driver worked his way down Shedden Road, out of a/the shopping district, around Hogsty Bay, and headed east, past Red Bay, out of the/a city of Georgetown and onto the/a road to Bodden Town.

"Who are you running from, mon?"

Exercise 11.

Make up a story and use as many nouns as possible. Tell the students your story but leave it unfinished. Let the students make up the end of your story by asking you leading questions. Special attention should be paid to the use of the article.

СПОСОБЫ ВЫРАЖЕНИЯ ДЕЙСТВИЯ В НАСТОЯЩЕМ

Exercise 1. Use the right form of the verb. Pay attention to the use of the *Present Indefenite Tense.*

1. I (to like) it when someone (to phone) me late at night.
2. Mary always (to wear) the latest fashions. She (to have) a lot of dresses in her wardrobe.
3. A disc jockey (to be) a person who (to introduce) music and songs on the radio
4. There (to be) a lot of industry in your hometown?
5. There (to be) little snow in Greece in winter, except in the north, which (to be) mountainous and often (to get) snow.
6. When you (to entertain) friends, you (to invite) them over for dinner or (to take) them out to a restaurant?
7. Brasilia (to be) the capital of Brazil.
8. A Discman, which (to be) a portable machine for playing CDs, (to weigh) only a few ounces.
9. What (to make) our company work, (to be) that everyone (to have) a job to do. Understanding what customers (to want) and offering it to them (to be) our primary goals.
10. You (to get) upset when people (to be) late for appointments?
11. A waiter (to earn) as much as a lawyer?
12. When someone (to invite) you out, who (to pay)?
13. It is interesting to know that our heart (to weigh) 340 grams, that our blood (to travel) at 0,5 metres a second and that we (to breathe) 10–14 times a minute.
14. Psychologists (to say) untidiness (to cause) stress.
15. As knowledge (to increase), wonder (to deepen).
16. The USA (to stretch) from the Atlantic ocean on the east to the Pacific ocean on the west.
17. Appreciating the painter's work (to depend) upon one's taste and background.

Exercise 2. Use the right form of the verb. Pay attention to the use of the *Present Continuous Tense.*

1. — Hello!

— Hi! My names's Jim Brady. I (to call) about the ad for a roommate.You still (to look) for someone?

— Yes, we (to be). We (to want) someone who (to be) easy to get along with.

2. You often (to interrupt) people while they (to speak)?
3. — I (to think) about spending my vacation in southeast Asia.

— Oh! What kind of place you (to look) for?

4. I am glad to hear you (to come) for a visit.
5. The building where you (to live) now, (to have) a pool?
6. What they (to talk) about? I (to hear) them well.
7. Every time I (to light) up a cigarette, someone (to ask) me to stop smoking. I (to get) sick of all these restrictions!
8. What I (to see) on TV (to embarrass) me, especially when my little cousins (to watch) TV with me.
9. Mom (to cook) something, it (to smell) delicious.
10. She always (to complain) to everybody about her problems!
11. Our firm (to move) to Colchester next month and I (to look) for a house in the area.
12. This is my first flight and I (to begin) to feel a little nervous.
13. Though it's late, the boss still (to work) in the office.
14. You (not to listen) to me. What you (to think) about?

Exercise 3. Use the right form of the verb. Pay attention to the use of the *Present Perfect Tense.*

1. I (to be) afraid I (to be) very good at translating letters. I (to have) never to do that before.
2. Mr. Grant (to be) the best history teacher I ever (to have). He really (to know) how to make us laugh.
3. Country inns (to become) extremely popular in the US in the last few years. No two inns (to be) alike.
4. Now, they (to start) playing music in the subway stations. Anybody really (to need) all this music?
5. Once the conversation (to start), the next thing to do (to be) to get other people to talk about themselves.
6. What (to be) an interesting place you (to visit)?
7. How long the United Nations (to be) in existence?
8. How often you (to move) in your lifetime?
9. Why your room (to look) like there (to be) a war in it?
10. Now I can say for sure that my life always (to be) happy because I always (to have) significant others living with me.

11. Since World War II, the number of working women greatly (to increase)

12. Harvard, the oldest university in the US, (to produce) six US presidents.

13. Although twins (to be) always a source of curiosity, they (not to be) so uncommon statistically.

14. In the last few days there (to be) any rain and the soil (to be) very dry.

15. The knees of your jeans (to wear) out. They (to look) awful!

16. No party ever (to begin) on time.

17. Don (to arrive) already or he (to be) late?

18. He says he (decide) not to sell his shares while they still (to rise).

19. The woman never (to feel) so miserable in her life.

Exercise 4. Use the right form of the verb. Pay attention to the use of the *Present Perfect Continuous Tense.*

1. It (to snow) since morning and now there (to be) a lot of snow everywhere.

2. Enthusiasts actually (to raise) animals for hundreds of years. Since the fourteenth century people (to keep) canaries in cages. Fanciers (to breed) many truly exotic varieties of canaries.

3. The committee (to try) to solve this problem for a few weeks but they (to reach) any decision yet.

4. My brother (to date) Ann for a year and a half. I (to be) sure he (to be) in love with her all this time.

5. This child (to miss) from home for two weeks. If you (to think) you (to see) him or (to have) any information, please, contact us.

6. It (to be) the news my dad (to wait) for for months.

7. All this time the supervisor (to think) about the possibility of changes and he (to hope) he (to find) a few interesting options.

8. John (to type) a lot these days, he (to write) a book.

9. The local authorities (to build) the pool since 1998 and they (to finish) it yet.

10. The boy (to fish) for a few hours already and (to catch) a lot of fish.

11. The demand for travel agents (to grow) rapidly in recent years.

Exercise 5. Make up questions.

How well /your fellow-students/to know/you?

1. What /the name/of my favourite pop group/to be?
2. Anything /to upset/me/at school/recently?
3. What/to annoy/me/most?
4. What/to make me/really/unhappy?
5. Who/I/most/to want/to go/on holiday with?
6. What/to worry me/most/when I/to read/ the newspapers?
7. What/my view/to be/on family life?
8. What/I/to quarrel about/most/with my friends?
9. What/to be/the nicest thing/my best friend/ever/to do/for me?
10. Politics/to interest/me?
11. What I/to do/recently that I/to be/pleased with?
12. What I /to dream/of?

Exercise 6. Correct if necessary.

1. Tom has lain his books on the ground.
2. Jogging becomes a popular activity.
3. Mr. Weeds, together with his kids, have arrived.
4. My life is different from what it was up to now.
5. Don't take this book, Ann reads it.
6. I know them for 5 years.
7. I have been visiting a lot of countries in the last 4 years.
8. Throw away the documents you have for more than 6 months.
9. Sandy is one of the 7 people in the office who is responsible for accounting.
10. This plane is leaving at 8 a. m.
11. Computer literacy becomes a job requirement.
12. At present, Houston seeks 500 bilingual elementary school teachers.

Exercise 7. Correct where necessary.

1. Ann lived in London since the last year. She tries to make a career in the theatre and already had some parts in small productions. Since February, she acts in a television series. She'd love to work in films, but she doesn't achieve this ambition yet.
2. — How long are you working here? — For about a year.
3. Today John wears blue jeans. I've never seen him wearing it.
4. The closer one comes to earth, the denser the atmosphere become.
5. Where are you coming from? Are you a Russian?

6. This place is always known as a great one for down-hill skiing.
7. They have been waiting since 20 minutes.
8. Earth most closely resemble Venus in size.
9. The amount of vitamins and minerals you need vary with the kind of life we lead.
10. He has missed for a few days by now.
11. The song that we listen to, seems familiar.
12. I am still remembering your brother though we didn't meet since he left.
13. To carry out this important work successfully require special knowledge.
14. Is it often rain here?
15. Look! He runs faster than everybody.
16. You have never been to London, haven't you?
17. When have you seen Tom?
18. They are having a dog and a cat.
19. How long are you waiting?
20. She hasn't seen any movies this week. She is busy.
21. Another of those talk shows is coming on tonight at 10.

Exercise 8. Use the right form of the verb.

1. A hospice is an organization that (to care) for people with life-threatening illnesses. They (to begin) to care for the patient after doctors (to diagnose) an incurable disease. They (to have) a team of people that (to work) with each patient.

2. I never (to be) a good student. Ever since high school, I (to face) a lot of problems with my studies. This semester (to be) the worst for me. I (to be) ill on and off and quite tired. I (not to fall) asleep early enough at night, which (to make) it all the more difficult to wake up in the morning. This semester I (to oversleep) and (to miss) many classes already. I always (to pray) that I won't flunk out of school.

3. The weather report for today (to predict) an 80 percent chance of rain. And it really (to look) like rain: the barometer (to fall) since early morning, dark clouds (to cover) the sky already and the air (to feel) damp.

4. Stress, including the pressures, anxieties, pollution and pace of modern life (to pose) a major problem for health. How well our bodies (to survive) the demands we (to make) on them (to depend) upon how we (to feed) them — nutrition. Probably the majority in our country

(to be) deficient in one or more essential daily food requirements. Every one of those who (to read) this sentence (to need) to assess their own nutritional needs.

5. We (to live) in the fifth decade AC (After Computer). Our lives (to become) too computerized. Now computer relations (to replace) human relations. Already computers (to send) us bills, (to analyze) problems, and (to suggest) solutions. They (to plot) our air-routes, (to fly) the plane, (to reserve) a room and (to charge) our credit card for it before we even (to reach) our destinations.

Exercise 9. Use the right form of the verb.

1. I (to hear) of a job that exactly (to suit) your brother.
2. How long Bill (to be) absent?
3. How many novels St. King (to write)? What he (to write) now?
4. You (to feel) better after you (to take) this medicine?
5.— How you (to get on) with your decoration?
— I (to paint) the living room and now I (to do) the kitchen.
6. John, you know, I borrowed your bike last night. Well, I (to be) afraid I (to lose) it. I (to call) the police and they (to come) soon.
7. I am tired, I (to work) all day, but I (to do) everything yet.
8. Liz says she (to use) this bus every day for many years.
9. He wants to see an old friend when he (to visit) the city.
10. You (to tidy) up your room yet, although I (to ask) you for ages.
11. What (to make) a balanced diet?
12. Who the police (to interview) now?
13. I (to feel) rested now because I (to sleep) badly this night.
14. How long Peter (to be) abroad? When he (to plan) to come back?
15. Whose children (to play) football on our lawn? You (to see) their faces?
16. I always (to like) Judy, but today she (to make) me mad.

Exercise 10. Use the right form of the verb.

ACCOUNT REPRESENTATIVE

You (to look for) a career with opportunity and advancement? These qualities (to describe) you? You (to make) things happen? You (to be) highly disciplined? Your previous work/school experience consistently (to put) you in the top 5%? You always (to live) up to

your commitments even if it (to require) you (to go) the extra mile? You (to be) a perfectionist? You (to have) a burning desire to be the best at what you (to do)? You (to like) communicating with people in person or on the telephone?

If so, our lending and insurance company (to want) to talk with you.

We offer:

— competitive salaries, full benefit package;

— management who (to appreciate) and (to promote) performance.

Call now.

"MURPHY'S LAW"

Nothing (to be) as easy as it (to look). Anything that (to begin) well, (to end) badly. Anything that (to begin) badly, (to end) worse. If it (to look) easy, it (to be) difficult. If it (to look) difficult, it (to be) impossible. Everything good in life (to be) either illegal, immoral or fattening. Machines that (to break down) will work perfectly when the repairman (to arrive). Having baths (to make) telephones ring.

Exercise 11. Use the right form of the verb. Then ask 5 questions.

/A/ A show of motorcycles is the biggest hit ever at the Guggenheim Museum. This (to mean) art is dead?

All summer long, record crowds (to stream) into the Guggenheim Museum's building. They (to come) to look at motorcycles — more than 100 of them.

"The Art of the Motorcycle" (to draw) more than 250,000 people already. But some art critics (to criticize) the museum. They say that the Guggenheim (not to exhibit) high art but some pretty mean machines. One of them (to point out) that there never (to be) a more pathological display.

The audience for "The Art of the Motorcycle" (to be) certainly a bit different from the typical connoisseurs who (to come) to see the Museum's permanent collection. So far, however, there (to be) no reports of anybody with a tattoo and leather vest picking a fist-fight or spilling beer on a Moto. In a society where the political climate (to discourage) public funding of cultural institutions, museums (to think) more about box office. So now they (to sell) tickets to bike lovers.

/B/ Dear Susan,

Thank you for your letter which I just (to receive).

I (to be) in Carolina for 6 weeks, and I (to enjoy) life here very much. I (to work) very hard since I arrived, but the job (to be) interesting and everyone (to be) very kind to me. I (to live) in a small hotel at the moment, but someone in the office (to ask) me to share his flat with him. He (to seem) a really nice chap. We (to arrange) everything, and I (to move) in next week.

I (to look) forward to your coming here,

Liz.

/C/ Dear Kevin,

I (to write) to ask you for some advice. Barbara and I (to get) very worried about Richard. He (to stay) out very late at night all this time and (not to do) well in school. He (not to listen) to anything we (to say). We (to try) not giving him pocket money but it (not to do) any good. I (to be) afraid that now he (to be) sure that we just (to try) to make him do what we (to want) to prove we (to be) strong, but the truth (to be) we (to worry) about his future. We (to run) out of ideas ourselves.

What you (to think) we should do?

/D/ "Young people from all over the world still want an American business degree."

Since the beginning of this year thousands of young professionals from all over the world (to mail) in their business-school applications. They (to comprise) up to 65 percent of the total applicant pool to business schools. Applications from most Asian nations even (to increase) slightly. What (to change) in recent years is their preferred field of study and what they (to do) once they (to get) their degree.

Lately there (to be) a global demand for skilled managers. That is why a lot of foreign companies (to sponsor) the education of their most promising managers who, having earned the hot diploma, eventually (to head) back home.

American business schools (to recruit) foreign students for more than 70 years. Along with courses on economic theory, they (to offer) plenty of practical training. Teams of students (to work) on management projects in different fields. For ambitious young business-persons business degrees (to mean) opportunity because the hiring profile of many multinational companies nowadays (to require) an international background.

Exercise 12. Insert one of the verbs in the right form:

to tend, to settle, to live, to do, to eat, to claim, to succeed, to single out, to work, to predict.

HE MIGHT BE A HUMANOID

The hypothesis that humanoids... all around us for a long time is not new. Mr. and Mrs. Stone from the USA who... in UFO-logy for more than 20 years,... that humanoids, i.e. visitors from outer space, long ... among us.

The Stones... the following features of humanoids; they... strange things such as rare herbs they... the future; they... in everything they...; they... to come up with all sorts of ideas.

Exercise 13. Insert one of the verbs in the right form:

to decrease, to live, to be, to drink, to hold, to approach, to raise, to consume, to drink, to be, to spread, to involve, to indicate.

CAMPUS DRINKING: WHO, WHY, AND HOW MUCH

Alcohol long... a staple of college life. But a new report from Columbia University... the tradition.... Almost all students... a glass this year. White males... the most, with nine drinks a week; black women the least, with one a week. Beer... the No 1 choice. Drinking... as graduation.... Freshmen... the first place in the consumption of alcohol. One in three students... to get drunk. The students who...in fraternities... three times as many drinks as the average student. 95 percent of violent campus crime, as well as, 90 percent of campus rapes,... alcohol.

Exercise 14. Insert one of the verbs in the right form:

to replace, to kiss, to fail, to work, to have, to claim, to want, to experience, to reduce, to become, to work, to become, to move.

A NATION ON OVERTIME

Five days a week Karen Blackbird.. at the Ford Motor Co.'s plant. She... that overtime schedule since 1992. Because Karen... to buy a house, she... three part-time jobs during the day. On Labor Day, it is clear that many workers... the 40-hour work week good-bye. This country ... a period of economic growth. But Ben Hunnicutt, a professor of leisure studies,... that work... in many respects religion and family. A 50- to 70-hour work week... standard. Many other nations... in the opposite direction. Even Japan... the average number

of hours at work. In Europe, a 35-hour work week in plants... standard. In the US, unfortunately, for most people work often... in meeting expectations for self-fulfillment and expression.

Exercise 15. Insert one of the verbs in the right form:

to enjoy, to choose, to be, to take care of, to work, to dress, to take, to sleep, to be, to make, to work, to earn, to sip, to call, to prefer, to end, to realize.

WANT MORE MONEY? FLEXIBILITY? TRY SHIFT WORK

It's 7 a. m. While most Americans... their morning coffee and... for work, Kathy Horton's workday just.... She is one of this country's 10 million women who... in shifts. Why... so many women ... shift work? Money... a big reason. Shift workers... 7 to 10 percent more on average than their nine-to-five counterparts. «I... $ 10,000 more this year because of shift work,» says Horton. When she... at work, her husband... of their baby. «My friends... I am in another time zone, so to speak. They... not... me when I....» She... in shifts for a few years and always... it. Though it... more planning, more women say they... shift work over regular nine-to-five routine.

Exercise 16. Insert one of the verbs in the right form:

to feel, to have, to grow, to hike, to insist, to visit, to prepare, to live, to have, to awaken.

THE SLEEPING MONSTER

These days the tourists who... Italy's Mount Vesuvius, usually ... up a broad path to the rim of the main crater. They... nervous because Vesuvius last erupted during World War II and since then the volcano... its longest quiet period in the last two millennia. In the meantime, the population on the slopes of Vesuvius... rapidly. As many as one million people... within seven kilometers of the cone. In case the volcano..., Italy's government... a new plan to evacuate the danger zone within seven days. Some volcanologists... that the volcano... clearly for an eruption

СПОСОБЫ ВЫРАЖЕНИЯ ПРОШЕДШЕГО ДЕЙСТВИЯ

The Simple Past Tense

Exercise 1. Give the past forms of these regular verbs. Show whether you would pronounce these past forms as /d/, /t/, /id/.

Example: *We waited an hour yesterday (wait).*

1. Joan.... her room on Friday. (clean)
2. I... squash last night. (play)
3. She... my letter yesterday. (post)
4. I... at her (smile).
5. She.... when she saw me. (stop)
6. I.... of you last night. (dream)
7. Who... the cakes? (burn)
8. He... a lot as a baby. (cry)
9. I... TV all evening, (watch)
10. We... when we saw them. (laugh)
11. He... the sergeant's orders? (obey)
12. We... into the house. (hurry)
13. You... to me. (lie)
14. I... early yesterday. (finish)
15. It's.... in the bill. (include)
16. I.... the door before I left. (lock)
17. We... first class. (travel)

Exercise 2. Supply the past forms of the irregular verbs.

I. I often see John. I saw him again only yesterday.

2. As teenagers, we always.....each other very well. We still understand each other now.

3. I hardly... Ray's wife. Did you know her at all ?

4. Usually I try not to fall behind with my rent. But last month I.... behind with it because I had no money.

5. Someone's always leaving the window open. Who... it open this time?

6. They sell all kinds of rubbish now, but once they... good handmade furniture.

7. Where did you eat last night? We... at a restaurant.

8. I don't keep pets now, but I... a dog when I was a boy.

9. Usually I seldom feel blue, but yesterday I... blue because of the weather.

10. I often find things on the beach. I... this very old bottle yesterday.

Exercise 3. Give complete answers to these questions using the time reference in brackets.

1. How long ago did you work as a civil servant? (five years ago)
2. When did you last play football? (when I was 14)
3. When did you come down to your country cottage? (last week-end)
4. When did the Carters leave for their summer holiday? (last night)
5. What time did John arrive? (at 4)
6. When did you last see "Gone with the Wind"? (recently)
7. How long did you wait at the airport? (till they arrived)
8. When did Sally tell you about her engagement? (when she was here)
9. When did he come into the property? (when his uncle died)
10. When did he cut down on his sleep? (when he prepared for the exams)

Exercise 4. Do these sentences refer to the present or to the past? Write "present" or "past". In a few both references are possible.

Example: *That shirt cost me seven pounds* — past

1. He often cuts himself.
2. She hurt her arm.
3. He let me drive his car.
4. She read a lot.
5. I set the table every morning.
6. I set a table an hour ago.
7. She often hit him.
8. He shut the door with a bang.
9. I hurt my arm yesterday.
10. I often let him drive my car.
11. She always beat him at tennis.
12. First put the flour and then beat the eggs.
13. The BBC broadcasts every day.
14. The BBC broadcast the talk yesterday.

Exercise 5. Complete the text about James Dean. Use the Past Simple.

American Actor James Dean was born in 1931. Dean's mother... when Dean was only 8 years old and he... on his aunt and uncle's farm. (die, grow up) He... acting for two years (study). Then he... a career in films and the theatre (start). He also... in some TV commercials, including one for Pepsi Cola (appear). In 1954, he... in a play «Immoralist» in a New York theatre (act). Bosses from a Hollywood film studio... the play (see). They ... Dean and ... him (like, offer) a film contract. Dean... (star) in three films, "East of Eden" (1955), "Rebel without a Cause"(1955) and "Giant" (1955). During his short career, he .... extremely popular with teenagers (become). His death in a car crash in 1955 ... great sadness in young people all over the world (cause).

Exercise 6. What did Simon and Sally do yesterday? Complete the conversation. Use these verbs: *win, meet, go, cost, stay, watch, buy, do, play.*

Sally: What did you do yesterday? Did you go to the Sports Centre?
Simon: Yes, I went there with Andrew.
Sally: ... you... tennis?
Simon: Yes, we did.
Sally: Andrew is good, isn't he?... he.. ... the game?
Simon: Yes, he won easily.
Sally: What.. you... in the evening?.. you... at home?
Simon: Yes, I stayed in and watched TV.
Sally: What... you...?
Simon: A film of a rock concert. It was really good. What about you? ... you...Peter yesterday?
Sally: Yes, I met him in town. He went shopping. Peter wanted to look for some new clothes.
Simon: ...he... anything?
Sally : Yes, he bought a pair of jeans in Kings.
Simon: Kings? That's really expensive shop, isn't it? How much.....?
Sally: 24 pounds.

Exercise 7. Correct these statements. Use the following words: *radium, the Eiffel Tower, John F. Kennedy, detective stories, 1962.*

Example: — *Marconi invented the telephone.*
— *He didn't invent the telephone. He invented the radio.*

1. Gustave Eiffel built the Statue of Liberty.
2. Marilyn Monroe died in 1990.
3. Marie and Pierre Curie discovered penicillin.
4. Lee Harvey Oswald killed Martin Luther King.
5. Agatha Christie wrote children's stories.

Exercise 8. There are mistakes in some of these sentences. Find the mistakes and correct them. Use the proper tense form.

1. The Titanic travelled to New York when it hit an iceberg and sank in the Atlantic.
2. The jumper was shrinking when I washed it.
3. Christopher Columbus sailed in the Santa Maria when he was discovering America.
4. I was breaking my toe when I tripped over the dog.
5. The mouse was having a heart attack when the cat jumped down from the chair.
6. The footballer ran towards the goal when he fell over.
7. James Dean drove a sports car when he was dying.
8. Tom's father was teaching him how to drive when he was 17.
9. Ann needed a lot of money yesterday. She was buying a dress which cost 50 pounds.
10. Don was falling down the stairs this morning and hurt his leg.

Exercise 9. Express doubt or surprise.

1. He looked through your course paper yesterday.
2. He lagged behind the group because of his illness.
3. She gave an excellent dinner last Sunday.
4. The teacher always grumbled at us even when we tried to do our best.
5. I didn't know him when I was a student.
6. He couldn't make out the letter, so he had to call his son.
7. He turned in early yesterday because he was very tired.
8. I found myself in a very difficult situation so I had to find my own way out.

Exercise 10. Circle the Simple Past and the Past Continuous Tense in the story.

The Secret Agents

It was just before the Second World War. Tom was only 20 at the time and was living with his mother. He was working in a bank and was travelling to London every day. One morning, he received a mysterious letter. It was addressed to Mr. Thomas Parker. The letter, which was signed, "A Friend", asked Tom to go to The Crown Inn during his lunch hour. All morning, as he was dealing with customers, Tom was wondering whether he should do this. At lunch time he decided to go to the inn. It was full of people and Tom couldn't recognise anyone. He was just wondering if he should leave, when a stranger introduced himself and said he had known Tom's father, who had died when Tom was a baby. The stranger explained that Tom's father, Bill, was a secret agent in the First World War. Through this meeting Tom was recruited to be a secret agent, too, and was already working in France when the war began.

Exercise 11. These paragraphs begin three stories: a love story, a western, and a horror story. Complete the paragraphs using the Past Continuous or the Past Simple Tense of the verbs in brackets.

1. It was midnight and I was alone in the house. Outside it was (rain) very hard. I (get) ready to go to bed when I suddenly (hear) a strange noise outside my room in the corridor. Then when I (look) at the door, I (notice) that someone (turn) the handle! I (rush) over to the door and quickly (turn) the key in the lock. Then I (ask) in a trembling voice, Who is it?

2. It was early evening and it (begin) to get dark in the surgery of Doctor Nigel Harris. The young, handsome doctor (stand) looking sadly out of the window when there was a quiet knock at the surgery door. The door (open) and Dr. Harris (turn) round to see the young girl who had entered the room. She was very beautiful. With a sad smile the doctor (ask), "Are you the new nurse?"

3. I (sit) in the big chair in Henry's barber's shop at the time. Henry (cut) my hair with his big pair of scissors when we heard the sound of horses outside. The noise was so loud that we (go) over to the window to look. Through the window we could see at least twenty gunmen riding into town. Henry immediately (go) over to his desk and (put) on his gun and Sheriff's badge.

Which paragraph begins which story?

Exercise 12. Put the correct forms of the Simple Past Tense of the verbs in brackets.

Lizardman

Christopher Davis a young driver from South Carolina (claim) a monster (attack) him while he was driving along a lonely road. The monster (be) seven feet tall and (have) red eyes and green, scaly skin. It (chase) Christopher's car and (jump) on the roof. Many people (believe) the story and the newspapers (call) the monster "Lizardman". Seventy hunters recently (set out) to trap Lizardman and a local radio (offer) 1 million to anyone who (capture) him dead or alive. Lizardman had so much publicity that thousands of people (visit) South Carolina to find him. No one has found him yet. As everyone knows, monsters may or may not exist, but they are very good for the tourist industry!

Exercise 13. Put in the simple past or past progressive. Note where both forms are possible.

Tug of War With a Hedgehog

Mrs. May, our District Nurse, (drive) home at 3 am. one night after an urgent visit to a sick patient. She (drive) along a deserted country lane, when she (see) a new kind of animal. She (stop) her car and (get out). The animal (be) clearly visible in the blaze of her headlights. It (look) like a hedgehog with a tall white hat. It (cross) the road without paying any attention to Mrs. May. When Mrs. May (go) close to it, she (notice) that there was a plastic yogurt pot on the hedgehog's head. The poor creature had got its head stuck in the plastic pot! Her instincts as a nurse (tell) her she would have to rescue it, so she (pull) at the pot, but the hedgehog (pull) too. After a struggle, she (pull) the pot off the hedgehog's head. Mrs. May (think) the hedgehog (look) rather sad, when she (notice) that the pot was half full of strawberry yogurt. She (give) it back to the hedgehog. The creature (seize) it, (put) it on its head again, and triumphantly (continue) its journey across the road.

Exercise 14. Put the verbs in brackets into the Past Indefinite or the Past Continuous Tense.

1. When the doctor (leave) the hospital, he (catch) a glimpse of himself in the glass front door.

2. When her father (come) in, she (sit) before a red tea-table, finishing a very good tea.

3. He (gather) up this evidence in a newspaper and (carry) it back into the sitting-room where Jennie (sew).
4. It (get) dark and I (suggest) that we should go down.
5. Listen, this girl (arrive) here two days ago. Tom (have) a good time at those parties?
6. A fortnight later he (walk) down Chapel Street when he almost (bump) into Mrs. Joplin at the corner of Station Road.

The Past Continuous Tense

Exercise 15. Here is a list of some things Ann did yesterday (and the times at which she did them).

1. 8.45 – 9.15 — had breakfast
2. 9.15 – 10.00 — read the newspaper
3. 10 – 12 — cleaned her flat
4. 12.45 – 1.30 — had lunch
5. 1.30 – 2.30 — had a nap
6. 2.30 – 3.30 — washed some clothes
7. 4.00 – 6.00 — ironed some clothes
8. 6.00 – 7.00 — cooked supper
9. 7.00 – 8.00 — had supper
10. 8.00 – 10.00 — watched TV.

Write sentences about what she was doing at these times: 1. At 9 o'clock she was having breakfast. 2. At 9. 30 she was... 3. At 11 o'clock she...

Exercise 16. A group of people were staying in a hotel. One evening the fire alarm rang. Use the words in brackets to make sentences saying what each person was doing at the time.

Example: *(Don/have/ a bath) Don was having a bath.*

1. Ann /write/ a letter in her room. Ann
2. George /get ready/ to go out. George
3. Carol and Dennis have/dinner. Carol and Dennis
4. Tom /make/ a phone call. Tom

Develop the situation in sentences of your own.

Exercise 17. Answer the questions using *when* and the verb of the subordinate clause in the Past Continuous Tense.

Example: — *When did she meet Helen? (walk along the street).*

— *She met Helen when she was walking along the street.*

1. When did you catch that cold? (skate on a frosty day)
2. When did he write those nice poems? (have a holiday)
3. When did she learn the language? (live in England)
4. When did she hear that song (listen to the concert on the radio)
5. When did you buy that book? (read up for my exams)
6. When did the boy hurt himself? (ride the bicycle)
7. When did Philip lose his camera? (walk about the city)
8. When did he ring you up? (have supper)
9. When did the telephone ring? (Kate to watch TV).
10. When did it start to rain? (we to walk in the park)

Exercise 18. Join each idea in A with the most suitable idea in B. Make sentences using *when* and the Past Continuous or Past Simple Tense of the verbs in brackets.

Example: *I dropped my bag when I was running for a bus.*

A	B
1. I (drop) my bag.	1. I (drive) to work.
2. Kate (to come) home.	2. I (eat) a sandwich.
3. I (cut) myself.	3. I (run) for a bus.
4. My car (break down).	4. I (shave).
5. I (see) the shark.	5. I (clean) the attic.
6. I (break) a tooth.	6. Ken (make) tea.
7. My clothes (get) dirty.	7. I (swim) in the sea.
8. It (start) to rain.	8. I (come) back home.
9. I (see) a light in your house.	9. The telephone (ring).
10. I just (leave) the house.	10. I (pass).

Exercise 19. Put the verbs into the correct form, the Past Simple or the Past Continuous Tense.

Example: *While Tom was cooking (cook) dinner, the phone rang (ring).*

1. George (fall) off the ladder while he (paint) the ceiling.
2. Last night I (read) in bed when suddenly I (hear) a scream.
3. You (watch) television when I (phone) you?

4. Ann (wait) for me when I (arrive).
5. I (not/drive) very fast when the accident (happen).
6. I (break) a plate last night. I (do) the washing-up when it (slip) out of my hand.
7. Tom (take) a photograph of me while I (not/ look).
8. We (not/go) out because it (rain).
9. What you (do) at this time yesterday?
10. I (see) Carol at the party. She (wear) a really beautiful dress.

Exercise 20. Develop the following situations.

Situation 1. Andrew's mother couldn't vacuum the room while Andrew was doing something. Say when she couldn't do it. Like this: She couldn't vacuum the room while he was...

Situation 2. You called your friend several times yesterday, but no one answered. Find out why nobody answered the phone at different times. Like this:

— I called you at 3 p.m. but nobody answered.

— I was at home. But I was making coffee in the kitchen and didn't hear the phone ringing.

Situation 3. You have a friend who always phones you at a bad time. Yesterday she called you four times, all of them were bad. Speak about it like this:

First she called at 9 o'clock in the morning when I was rushing to work, then at 5 p.m. when I was... etc..

Situation 4. You're a journalist, your editor wanted you to interview a famous lawyer, writer, actor, etc., but he was busy all this week. Look back to your diaries of a lawyer, writer and say why you couldn't interview him. Like this:

I couldn't interview him on Monday because at 9 o'clock he was having a press conference, at 2 he was having a business lunch, etc.

Develop different situations connected with the characters of the book for your class home reading. Try to use different tense forms.

The Past Continuous and Past Indefinite (Simple) compared

We often use the Past Continuous and the Past Indefinite (Simple) Tense together to say that something happened in the middle of something else.

Exercise 21. Open the brackets. Use the Past Indefinite Tense in cases of permanent, repeated one-time actions. Use the Past Continuous Tense if the action is a temporary one taking place at a given moment in the past.

Examples: He (turn) the car and (start) back towards Delphi.

— He turned the car and started back towards Delphi. *One-time action.*

I (glance) at the terrace below the balcony. He (sit) under one on the plane-trees, smoking.

— I glanced at the terrace the balcony. He was sitting under one of the plane trees, smoking.

A temporary action taking place at a moment in the past. The moment in the past is indicated by an independent sentence.

1. I (open) the shutters and (look) out. The car (stand) where I had left it.
2. Suddenly I (realise) that they (no/pay attention) to me any longer. They (mutter) something and all (look) in the same direction. I (turn) my head and (look) where they all (look). A man (come) slowly down a steep little street that (lead) uphill between the houses on my right.
3. On my left I (see) the lights of the first house of the village, and I (hurry) towards it through the wood when a sudden flash of light (make) me stop.
4. At that time I (look) for a job.
5. Miss Nobbs (not/see) him leave the office. At half past four she (make) herself a cup of tea in a small recess off the main corridor.
6. The idea first (occur) to me that afternoon as I (back) the car into the garage.
7. I probably (drop) the key when I (fish) for small change in my bag at the news stand.
8. All through the night I (hear) them work, open drawers, drag cases over the floor. They (pack).

Exercise 22. Put the verbs in brackets into the Past Indefinite and the Past Continuous Tense.

I. Yesterday, as I (walk) down Regent Street, I (meet) George, an old friend of mine. He (recognise) me at once though I (wear) a scarf round my face as I (suffer) from toothache.

2. He (tell) me how sorry he (be) to see me in such a poor way and

(add), "I (come) to see you a fortnight ago, but unfortunately I couldn't find time to get round to you". All the time he (say) this, I (try) to remember something I (want) to tell him.

3. Eventually I (remember) and (say) to him, "Just before I (come) out, I (receive) a letter from Smith, in which he (say) that he (hope) you would call on him soon. He last (see) you at Bob's birthday party but you (talk) so cheerfully with Tom that he (not/dare) to interrupt.

4. Just then I (see) another friend of mine — he (wave) to me from the other side of the road. I (say) goodbye to George and (start) to cross the road.

5. When I (hear) his knock I (go) to the door and (open) it, but I (not/recognise) him at first because I (not/wear) my glasses.

6. "It's hot tonight", she (say) and (open) the French window. The moon just (rise), low and far behind the river bushes.

Exercise 23. Use the Past Indefinite or the Past Continuous Tense instead of the infinitives in brackets. In some sentences the passive voice is required.

I. At lunch the rain still (pour) 2. After breakfast he (rise) from the table and (light) a cigarette. 3. Peter (walk) aimlessly up and down the room for a long time. He (not/know) what to do. 4. On Sunday morning the weather (be) unusually lovely. The sun (shine) brightly in the cloudless sky. It (be) such a pleasure to be out in the open air. 5. Mrs. Oliver (have) her breakfast in bed when the telephone (ring). 6. While we (watch) the last scene, Jean's warm tears (fall) the back of my hand one by one, like raindrops in spring. 7. He (make) good progress in French as he (teach) by an experienced teacher. 8. They (wander) about the forest for several hours. At last they (decide) to return. 9. The dinner (leave) on the table untouched. 10. Soon everything (arrange) for the trip and the family (start) for the railway station. 11. What you (do) on your last day off? I (spend) it in the country with my friends.

Exercise 24. Use the required past forms in the following texts.

1. She (be) in the lobby when he (come) out of the elevator. She (talk) to another woman and she (not/see) him for a moment and he (have) an opportunity to study her and observe what years (do) to her.

2. It (be) Saturday evening after supper. The big brightly lit kitchen

(be) silent except for the click of dominoes. The shutters (be) closed and barred. The long rows of blue dishes (gleam) like sea water. At the long tables the boys (play) dominoes. Ann (sew). Hew (smoke) his pipe and (watch) the others. Every now and then Ann (look) up and (smile) at him. She certainly (be) bravely cheerful in a way that (compel) everybody's admiration. By a kind of inertia things slowly (come) back to normal.

3. He (look) at his watch. In a quarter of an hour he (be) due at the General Meeting of the New Colliery Company — one of Uncle Jolyon's concerns. He should see Uncle Jolyon there, and say something to him about Bosinney — (not/make) up his mind what, but something, — in any case he should not answer this letter until he (see) Uncle Jolyon. He (get) up and methodically (put) away the draft of his defence. Going into a dark little cupboard, he (turn) up the light, (wash) his hands with a piece of brown Windsor soap, and (dry) them on a roller towel. Then he (brush) his hair, (turn) down the light, (take) his hat and... (leave) the house. (after J. Galsworthy)

4. He (place) a picture on the easel and (let) me look at it for a minute or two, then he (take) it down and (put) another in its place. He (show) me about 30 canvases. It was the result of the six years during which he (paint). The canvases (be) of different sizes. The smaller (be) pictures of still-life and the largest (be) landscapes. There (be) about half a dozen portraits. (After S. Maugham)

5. It (be) so exciting to be actually at the party again. She (be) pleased also with the warm reception she (receive). When she (enter) the house, everyone (rush) to her with cries of pleasure and welcome, (kiss) her, (shake) her hand, (tell) her they (miss) her dreadfully. Everyone (speak) gently with tears in their eyes.

Exercise 25. Comment on the use of the Past Indefinite, the Past Continuous Tense, and the word combinations *used to + infinitive* and *would + Infinitive.*

1) My father came down again, took me on his knee, leaned against the table, and rested his face on his hands without saying a word. 2) Last winter she lived in the fifth storey, but then she moved lower down. 3) When did you hear this piece of news? I heard it ten minutes ago, when the secretary returned. 4) Everybody sat very quietly while the pianist was playing. He began to play at 9 o'clock. At half past

nine he was still playing his wonderful improvisations. But he was playing no longer when my friend arrived, greatly surprised that he was late for the concert. 5) As far as I remember my early childhood, after Father's death, Mother used to go to her office early in the morning, and we remained with granny by ourselves. At first Granny would do our apartment and put everything to rights, and I would help her. Then she would cook the dinner, and when it was ready she would take her seat in her armchair by the window and take one of my books. Oh, what a happy moment! I would fetch my little stool and place it at Granny's feet and then I would sit down on it leaning against her knees. Granny would begin reading and I would close my eyes and sit quietly listening, all ears, to her sweet voice. 6) What did you do in the camp? We used to get up very early and spend all the day in the wood or in the fields. 7) You used to bathe in the river, I'm sure, usedn't you? (didn't you?) Certainly we did. 8) Usedn't your brother to stay with you in summer when he was a school boy? Yes, he used to, very often.

Exercise 26. Use the verbs in brackets in the appropriate past tense.

One morning the Giant (lie) awake in his bed when he (hear) some lovely music. It (sound) so sweet to his ears that he (think), "I (believe) spring (come) at last." He (jump) out of bed and (look) out. He (see) a most wonderful sight. Through a little hole in the wall of his garden children (creep) in, and they (sit) in the branches of the trees. In every tree that he (can see) there (be) a little child. And the trees (be) so glad to have the children back again that they (cover) themselves with blossoms, and (wave) their arms gently above the children's heads. The birds (fly) about and (twitter) with delight, and the flowers (look up) through the green grass and (laugh). It was a lovely scene, only in one corner it (be) still winter. It was the farthest corner of the garden, and in it a little boy (stand). He (be) so small that he (cannot reach up) to the branches of the tree, and he (wander) all round it, crying bitterly. The poor tree (be) still covered with frost and snow, and the North wind (blow and roar) above it. "Climb up! little boy," (say) the Tree. And the Giant's heart (melt) as he (look) out.

(From Selfish Giant, by O. Wilde).

Exercise 27. Complete these sentences with *used to*, *used for*, *be/get used to* or *would*. In some sentences more than one answer may be possible.

1. My parents hated living in a big city but they eventually.. it.
2. Michael doesn't smoke now but he...
3. When my Italian friends first arrived in this country they found it difficult to.... the climate.
4. This cabinet was... filing documents.
5. Leaving home was difficult for Frank. His mother had always done everything for him and he just... looking after himself.
6. ... your brother... live in the USA?
7. ... your brother eventually... living in the USA?
8. When James was a student in Paris he.. save up for days to go and buy a cake and a cup of coffee in a real cafe.
9. The teacher never... be so bad-tempered!
10. It was a question of. .. a different way of life.
11. When we were children, we... swim in the river near where we lived.
12. Originally, the building... housing rare books.

Exercise 28. Open the brackets, using suitable tense forms, retell the story.

Mr John Williams (travel) a lot during the past few years. Last year, he (journey) through Italy, on his way to England, and his train (stop) at Turin. John (be glad) of the three hours' wait, for he (want) for some time to see the town. His next train already (wait) on its platform, so John (put) one of his bags on a seat in one of the compartments, and another under the seat, and (go off) to see the town and have lunch. In fact, he (hope) for a good hot lunch for some hours, as it was a cold January day, and it (snow). It was about noon when he (leave) the station, and it still (snow) a little. So he (decide) to have lunch at once. As he (walk) along the street, he (see) a good restaurant and (enter). The waiters (have) a discussion in a corner, as he (go in), but one of them (come up) immediately and (give) him a menu.

As John (eat), he (look about) him. The place very much (be like) some of the smaller Italian Restaurants in London. At one moment he almost (think) that he (sit) in a favourite one of his, near Tottenham Court Road.

While he (think) these and other thoughts, John (finish) his meal. Then he (get up) to go. He (cross) the room to the corner, where the manager (talk) to a friend, and (put) his hand into his pocket to get out the money. His pocket (be) empty. In his excitement he (turn) to the manager and (say), "I'm awfully sorry, but I (have) no money!" The manager (look) at John and (say) slowly, "Well, I (hope) that as soon as you (find) it you (come) back and (pay) for your lunch."

John (walk) the whole way to the station. He (wonder) what (happen) to his money and his ticket to London. But when he (enter) his compartment he (find) his bags where he (leave) them. His money and ticket also (be) on the floor. They (fall) out of his pocket as he (put) his bag under the seat.

The Past Perfect Tense

Exercise 29. Translate the sentences and comment on the use of the Past Perfect Tense.

1. He had been in for about an hour when he heard the doorbell ring. 2. After the telephone had buzzed for a long time the doctor answered it. 3. Roy waited until the door had closed behind him, then reached for the phone. 4. I had hardly left home when it began to snow heavily. 5. When he had sealed and stamped the envelope, he went back to the window and drew in a long breath, 6. He had not covered the first of those miles, however, when luck favoured him at last. 7. She had finished packing by 3 o'clock. 8. I met Strickland before I had been a fortnight in Paris. 9. By the time the train arrived, Susan had managed to push her way to the front of the crowds. 10. Wherever Marion found a job, there was someone who knew that she had gone to prison. 11. At school I disliked the math teacher because he had picked on me.

Exercise 30. Answer the following questions using the Past Perfect Tense.

Examples: *Why didn't you listen to that play on the radio?*

— Because I had heard it before.

— I didn't listen to that play on the radio, because I had heard it before.

1. Why didn't you see Fred when you came to Moscow? (leave)

2. Why didn't Kate want to go to the cinema? (see the film)
3. Why didn't you tell him my new address? (forget)
4. Why didn't Jeff hear about Kate's examination? (pass)
5. What did he learn about Helen from the letter he received? (be ill for a month)
6. Why couldn't you get into your flat at once? (lose the key)
7. What did you learn about Bob? (marry)
8. What did she read in the newspaper about the expedition? (return)
9. Why did Fred come home so soon from his holiday? (spend all the money)

Exercise 31. Complete the sentences using the verbs in brackets. You went back to your home town after many years and you found that many things were different.

Example: *Most of my friends were no longer there. They had left.* (leave)

1. My best friend, Kevin, was no longer there.	He	(go away)
2. The local cinema was no longer open.	It	(close down)
3. Mr Hendrix was no longer alive.	He	(die)
4. I didn't recognise Mrs. Dietrich.	She	(change a lot)
5. Bill no longer had his car.	He	(sell) it.
6. Susan no longer live there.	She	(get married and leave)

Exercise 32. Unite the following pairs of sentences. Use the conjunctions *after, as soon as, before, until, till, when.*

Example: *The sun set. I was ready to go (before). The sun had set before I was ready to go.*

1. She tore up the letter. She read it (as soon as).
2. He died. He was very ill (before).
3. I didn't understand the problem. He explained (until).
4. She wrote the letter. She went to the post office (after).
5. I arrived in London. My friend left the town (when).
6. She read the message carefully. She wrote the reply (before).
7. He left the room. I turned on the radio (as soon as).
8. He had dinner. He went to the cinema (after).
9. The man didn't leave. He didn't receive a definite answer (till).
10. We didn't disturb him. He finished his work (until).
11. We reached the football ground. The game started (when).
12. John worked as a skilled builder. He began to study architecture (before).

13. Harold couldn't leave for home. He completed everything (till).
14. The river became deeper. It rained heavily (after).

Exercise 33. Choose the correct form.

Example: *The office was empty when the police arrived. The robbers had left.*

1. We had just started lunch when the telephone had rung/rang.
2. When I opened the safe, the money had disappeared/disappeared.
3. Andrew was late for school yesterday. When he got to the classroom, the lesson had started/started.
4. They waited until everyone was ready and then they had started/started the meeting.
5. When I found my wallet I discovered that somebody had taken/took the credit cards out of it.
6. Andrew had done/did the test before, so he found it very easy.
7. I did not laugh at the joke because I had heard/heard it before.
8. He felt very nervous when he first drove in Britain because he hadn't driven/didn't drive on the left before.
9. By midnight, I had finished/finished the work and was ready to hand it in the next day.
10. The scientist pointed out that the book he had written/wrote the previous year was already out-of-date.

Exercise 34. Put each verb into a suitable past tense. Only use the Past Perfect Tense where this is absolutely necessary.

This time last year I (cycle) in the rain along a country road in France with a friend of mine. We (decide) to go on a cycling holiday in Normandy. Neither of us (go) to France before, but we (know) some French from our time at school and we (manage) to brush up on the basics. Now we (wonder) if we (make) the right decision. We (plan) our route carefully in advance, but we (forget) one important thing, the weather. It (rain) solidly since our arrival and that night we (end up) sleeping in the waiting room at a railway station. Then the next morning as we (ride) down a steep hill my bike (skid) on the wet road and I (fall off). I (realise) immediately that I (break) my arm, and after a visit to the local hospital I (catch) the next train to Calais for the ferry home. Unfortunately my parents (not expect) me home for a fortnight, and (go away) on holiday. So I (spend) a miserable couple of weeks alone, reading "Teach yourself French".

Exercise 35. Put the verb in brackets into the Past Indefinite or Past Perfect Tense.

1. He (stop) suddenly and (hear) his heart in the silence. How far he (walk)?
2. Some sound in the night (awaken) me. I (roll) over in the blanket his aunt (loan) me and (go) out.
3. Melanie (turn) to her and on her face (be) the expression Scarlett never (see) in those serene eyes.
4. He (sink) into a chair, remembering what her father (say) to him a few days before his departure.
5. It (seem) she (drive) a long time when the car (stop).
6. This downbreak of his son, whom he (not see) cry since he (be) born, (move) Jolyon terrible.
7. And there (begin) for Soames the most confused evening he ever (spend).
8. It (be) still early in the day to cook the meal, because the sun (not reach) yet noon.
9. She (be) at the station after all, standing just as he (imagine) apart from the others.
10. That evening Denny (arrive) as he (promise), for supper. He (bring) a message from Hope, who (ring) him from Cambridge, to say that he (be) unable to get to London that evening.
11. Dr. Lector (be) English, though he (live) in America for thirty years.
12. No sooner he (take) a drink himself, than Mrs. Fettle (look) in.
13 Scarcely they (move) into the new house, when their friends (come) in.
14, He hardly (light) another cigarette, when the general (come) into the room.
15 The children (come) to the party at 4 o'clock yesterday, but before that Mr. and Mrs. Cocker (decorate) the room, Mrs. Cocker (bake) cakes, and Mr. Cocker (buy) a small present for every little guest.
16. He suddenly (realise) that he (travel) in the wrong direction.
17. Elinor (not/take) more than half a dozen steps, when a hand (fall) on her arm from behind,

REVISION

Exercise 36. Choose the most suitable tense.

1. I suddenly remembered that I forgot/had forgotten my keys.
2. While Diana watched/was watching her favourite TV-programme, there was a power cut.
3. Tom used to live/would live in the house at the end of the streets.
4. Who was driving/drove the car at the time of the accident?
5. By the time Sheila got back, Chris went/had gone.
6. David ate/had eaten Japanese food before, so he knew what to order.
7. I did/was doing some shopping yesterday, when I saw that Dutch friend of yours.
8. I used to like/was liking sweets much more than I do now.
9. What exactly were you doing/did you do when I came into your office yesterday?
10. Laura missed the party because no one was telling/had told her about it.
11. Tanya would/used to be a doctor.

Exercise 37. Use the Past Indefinite, the Past Continuous or the Past Perfect Tense instead of the infinitives in brackets.

Next morning, when I (awake), the sun (shine) brilliant. It (be) late and I (have) no supper the night before, so I (dress) quickly and (go) downstairs. I (be) surprised to find the doors locked and the house empty. A dozen times or more I (call) out my host's name, but the house (be) as still as the grave. What it all (mean)? I (begin) to doubt my wisdom in being so ready to trust a stranger. I ought to have gone on to the next village, where I (know) that friends (be) awaiting me. Instead, I (be frightened) by a few drops of rain. At last, however I (hear) footsteps, and soon my host (appear) looking, I (think), rather strange. He just (be) out, he (say), to feed the horses. But I (notice) the mud (be) thick and wet upon his shoes and I (wonder) where he (be) and why he (want) to deceive me.

Exercise 38. Decide whether the tense underlined is suitable or not.

1 While I had a bath, someone knocked at the door.. (unsuitable)
2. Sally didn't go to a boxing match before.

3. Harry tried to repair the car, but he really didn't know what he was doing.
4. What did you wear at the Ponsonby's party?
5 Were you eating spaghetti every day when you lived in Italy?
6. I didn't know you had bought a new car.
7 They all wanted to believe her, but suspected she was lying.
8. As Peggy walked home she tried to remember what happened.
9. "What a terrible day!" thought Lucy. Everything had gone wrong.
10. Although it rained a lot, I was enjoying my holiday last year.
11. When he left, Peter forgot that he put his passport and wallet in his other jacket.
12. While Peter was packing, his suitcase, Peter realised that he hadn't checked his flight.
13. While Susan was trying to get onto the platform, a man was grabbing her bag.

Exercise 39. Fill in the blanks with the proper tenses.

1. The door (lead) into a large kitchen, which (be) full of smoke from one end to the other, the Duchess (sit) on a three-legged stool in the middle, nursing a baby, the cook (lean) over the fire, stirring a little pot which (seem) to be full of soup. "There (be) certainly too such pepper in that soup!" Alice (say) to herself, while she (begin) sneezing. There (be) certainly too such of it in the air. Even the Duchess (sneeze) occasionally, and the baby (sneeze) and (howl) in turn without a moment's pause. The only things in the kitchen that (not sneeze), (be) the cook and a large cat which (sit) on the hearth and (grin) from ear to ear. (After "Alice in Wonderland" by Lewis Carrol)
2. George Bernard Shaw once (say), "The best caricature of myself I ever (see) (be) one evening at a dinner party." His hostess just (greet) him when he (see) behind her a picture of himself which he (like) much better than all the others he (see) until then. It (be) a cruel caricature, but the best portrait of himself he ever (look at). He (go) towards it, and the nearer he (get) the better it (become). He (stand) before it for some time before he (realise) that he (look) in the mirror.

Exercise 40. Choose the most appropriate time expression.

1. Once/afterwards I'd read the manual, I found I could use the computer quite well.

2. It was more than a month before/until I realised what had happened.

3. I managed to talk to Carol just as/while she was leaving.

4. It wasn't until/up to 1983 that Niger could afford to take holidays abroad.

5. George always let me know by the time/whenever he was going to be late.

6. I was having a bath at the time/that time, so I didn't hear the doorbell.

7. We bought our tickets and five minutes after/later the train arrived.

8. According to Grandpa, people used to dress formally those days/ in his day.

9. Everyone was talking but stopped at the time/the moment Mr. Smith entered the room.

10. The letter still hadn't arrived by/until the end of the week.

Exercise 41. Put each verb in brackets into a suitable tense. All sentences refer to the past. Only use the Past Perfect Tense where this is absolutely necessary.

1. While I (try) to get my car started, a passing car (stop) and the driver (offer) to help me.

2. The police (pay) no attention to Clare's complaint because she (phone) them so many times before.

3. Mary (not/wear) her glasses at the time, so she (not/notice) what kind of car the man (drive).

4. Nick (lie) down on the grass for a while, next to some tourists who (feed ducks).

5. Tony (admit) that he (hit) the other car, but said that he (not/ damage) it.

6. Sorry, I (not/listen) to you. I (think) about something else.

7. Helen (feel) very tired, and while she (finish) her studying, she (fall) asleep.

8. I (phone) you last night but you (not/answer). What you (do)?

9. We (not/go) out yesterday because it (rain).

10. The police (get) to Clare's house as fast as they could, but the burglars (disappear).

СПОСОБЫ ВЫРАЖЕНИЯ БУДУЩЕГО ДЕЙСТВИЯ

Exercise 1. The Present Continuous and the *be going to* form.

Planned future actions can be expressed by the present continuous tense with a time expression or by the ***be going to*** form with or without a time expression. The present continuous is mainly used for very definite arrangements in the near future. The **be going to** form can be used more widely.

Use the present continuous where possible in the following sentences and put the remaining verbs into the ***be going to*** form.

1. I (play) bridge tonight with Tom and Ann.
2. He (have) an operation next week.
3. It's very cold. I (light) a fire.
4. We (have) some friends to lunch tomorrow.
5. I've bought a piano; it (be) delivered this afternoon. ~ Where you (put) it? ~ I (put) it in the dining room.
6. You (go) to the auction tomorrow? ~ Yes, I (go) but I (not buy) anything.
7. I've reminded you once; I (not do) it again.
8. I (have) my hair cut this afternoon.
9. My nephew (come) to stay with me next weekend. ~ Where you (put) him? ~ I (put) him in the room in the tower.
10. Our class (start) German next term.
11. I'll (spend) a few days in London next week.
12. The Town Council (build) a new school here.
13. What you (tell) the police? ~ I (tell) them the truth.
14. He (start) tomorrow.
15. The Queen (open) Parliament next month.
16. The Prime Minister (speak) on TV tonight.
17. This shop (close) down next week.
18. When you (have) your next lesson? ~ I (have) it on Monday.
19. I (collect) my new dress this afternoon.
20. We (take) the children to the seaside this summer.
21. I (give) him a football for his next birthday.
22. She (sing) in her first big concert next month.
23. He (go) to Spain for his holidays. ~ He (fly)? ~ No, he (go) by boat.
24. She (see) a specialist next week.

25. He (wash) the car?
26. He (ring) me up tonight.
27. The inspector (ask) you a few questions.
28. Her parents (give) a party for her next month. They (invite) sixty guests.
29. Have you got a ticket for the big match on Saturday? ~ No, I don't even know who (play). ~ France (play) England.
30. They (launch) a ship this afternoon. You (come) to see it?
31. What you (do) with the money?
32. I (pick) you up at 6.30; don't forget.
33. Where you (go) tonight? ~ I (go) out with Peter. He (call) for me at eight.
34. I (compete) in the bicycle race tomorrow.
35. Mr Pitt has just phoned to say that he (not come) back till Wednesday night.
36. I (read) you his answer to my letter of complaint.

Exercise 2. The Future Simple.

Put the verbs in brackets into the future simple:

1. I (know) the result in a week.
2. You (be) in Rome tonight.
3. You (have) time to help me tomorrow?
4. It (matter) if I don't come home till morning?
5. You (be) able to drive after another five lessons.
6. Do you think that he (recognize) me?
7. Unless he runs he (not catch) the train.
8. He (lend) it to you if you ask him.
9. I hope I (find) it.
10. If petrol pump attendants go on strike we (not have) any petrol.
11. He (believe) whatever you tell him.
12. I (remember) this day all my life.
13. Perhaps he (arrive) in time for lunch.
14. If he works well I (pay) him $10.
15. I wonder how many of us still (be) here next year.
16. If you think it over you (see) that I am right.
17. If you learn another language you (get) a better job.
18. I am sure that you (like) our new house.

19. Newspaper announcement: The President (drive) along the High Street in an open carriage.
20. He (mind) if I bring my dog?
21. You (need) a visa if you are going to Spain.
22. If you open that trapdoor you (see) some steps.
23. You (feel) better when you've had a meal.
24. He (be) offended if you don't invite him.
25. She (have) $1000 a year when she is twenty-one.
26. If you put any more polish on that floor someone (slip) on it.
27. I wonder if he (succeed).
28. Papers (not be) delivered on the Bank Holiday.
29. I hope he (remember) to buy wine.
30. If you leave your roller skates on the path someone (fall) over them.
31. If they fall over them and hurt themselves they (sue) you.
32. Announcement: Mrs Pitt (present) the prizes.
33. If you want twenty cigarettes you (have) to give me more money.
34. Notice: The management (not be) responsible for articles left on the seats.
35. If I drop this it (explode).
36. What your father (say) when he hears about this accident? ~ He (not say) much but he not (lend) me the car again.

Exercise 3. The Present Continuous and the Future Simple.

Put the verbs in brackets into the present continuous or the future simple using the present continuous where possible.

(The ***be going to*** form could be used here instead of the present continuous, but for the sake of simplicity students are advised to use only the two tenses first mentioned.)

1. I am sure that I (recognize) him.
2. I (see) her tomorrow.
3. He (play) in a tennis match on Friday.
4. She (come) back on Monday.
5. I (go) again next year.
6. We (know) tonight.
7. You pay and I (owe) you the money.

8. I (believe) it when I see it.
9. I (have) my car repainted next week.
10. I hope that you (have) a good time tomorrow.
11. His speech (be) broadcast tonight.
12. The window-cleaner (come) at eight tomorrow.
13. Tom (catch) the 7.40 train.
14. Where you (meet) them? ~ I (meet) them at midnight in the middle of the wood.
15. What horse you (ride) tomorrow?
16. Look! I've broken the teapot. What Mrs Pitt (say)? ~ She (not mind); she never liked that one.
17. I've left the light on. It (matter)?
18. He (not forget) to come.
19. He (leave) in a few days.
20. I (remember) it.
21. If you drop that bottle it (break).
22. I never (forgive) him.
23. I'm sure that you (like) him.
24. They (lay) the foundations next week.
25. You (see) a signpost at the end of the road.
26. He has cut my hair too short. ~ Don't worry; it (grow) again very quickly.
27. You (understand) when you are older.
28. The cat (scratch) you if you pull its tail.
29. I (be) back at 8. 30.
30. If he doesn't work hard he (not pass) his exam.
31. She (go) on a cruise next summer.
32. I (move) to a new flat next week.
33. I am sorry that the child saw the accident. ~ I don't think it matters. He soon (forget) all about it.
34. I (wait) here till he comes back.
35. He (not write) to you unless you write to him.
36. There (be) a big meeting here tomorrow.

Exercise 4. *will+ infinitive* and the *be going to* form.

Future with intention can usually be expressed by **will**+ infinitive or the **be going to** form. Very often either of these can be used, but when the intention is clearly premeditated the **be going to** form must

be used, and when the intention is clearly unpremeditated we must use **will**+ infinitive.

Put the verbs in brackets into one of these two forms. (In some of the examples the present continuous could be used instead of the **be going to** form.)

1. The fire has gone out! ~ So it has. I (go) and get some sticks.
2. Did you remember to book seats? ~ Oh no, I forgot. I (telephone) for them now.
3. He has just been taken to hospital with a broken leg. ~ I'm sorry to hear that. I (send) him some grapes.
4. I've hired a typewriter and I (learn) to type.
5. I see that you have got a loom. You (do) some weaving?
6. I can't understand this letter. ~ I (call) my son. He (translate) it for you.
7. You (buy) meat? ~ No, I (not eat) meat any more. I (eat) vegetables.
8. You've bought a lot of paint. You (redecorate) your kitchen?
9. Why are you getting out the jack? ~ We have a puncture and I (change) the wheel. ~ I (help) you.
10. Look what I've just bought at an auction! ~ What an extraordinary thing! Where you (put) it?
11. Why are you peeling that bit of garlic? ~ I (put) it in the stew.
12. What you (do) when you grow up? ~ I (be) an acrobat in a circus.
13. What are you going to do with that dress? ~ I (shorten) the skirt.
14. Will you lend me your season ticket? ~ No, I (not lend) it to you. It is against the law.
15. That tree makes the house very dark. ~ Very well, I (cut) it down.
16. I've just enrolled at the local technical college. I (attend) pottery classes next winter.
17. How do I get from here to London Bridge? ~ I don't know, but I (ask) that policeman.
18. Why are you carrying a corkscrew? ~ I (open) a bottle of wine.
19. Why's he putting the camera on a tripod? ~ He (take) a group photo.

20. My brother has just returned from America. ~ Oh good, we (ask) him to our next party.

21. Why have you set your alarm to go off at five-thirty? ~ Because I (get) up then. I've got a lot to do.

22. I'm turning this cupboard into a darkroom. I (develop) my own films.

23. You look frozen. Sit down by the fire and I (make) you a cup of tea.

24. They've brought a rope and they (tow) the car to a garage.

25. I haven't bought any cigarettes because I (give) up smoking.

26. I have tried to explain but she doesn't understand English. ~ I (say) it to her in Finnish: perhaps she'll understand that.

27. I've come out without any money. ~ Never mind, I (lend) you some. How much do you want?

28. Do you see that car? They (raffle) it for charity.

29. They've hired a bulldozer. They (clear) away this rubble.

30. Child: I've torn my dress. Mother: I (mend) it for you.

31. I'm catching the 6.30 train. ~ So am I. I (give) you a lift to the station.

32. I've bought some blue velvet and I (make) curtains for this room.

Exercise 5. The Future Continuous Tense.

This tense can be used

— with a point in time to indicate that the action will begin before this time and continue after it.

— with or without a time to express a future without intention. In this way it is very like the present continuous, but it is not, like the present continuous, restricted in time and is a more detached and casual way of expressing the future. It often implies that the action will occur in the ordinary course of events or as a matter of routine.

(Except when used as in 1, above, this tense can usually be replaced by one of the other future forms, though the exact shade of meaning may then be lost.)

Put the verbs in brackets into the future continuous tense.

1. This time next month I (sit) on a beach.
2. When you arrive I probably (pick) fruit.
3. When we reach England it very likely (rain).
4. In a few days time we (fly) over the Pyrenees.

5. I'll call for her at eight. ~ No, don't; she still (have) breakfast then.
6. I (wait) for you when you come out.
7. When you next see me I (wear) my new dress.
8. My son will be in the sixth form next year. ~ That means that old Dr Adder (teach) him mathematics.
9. I'll give Jack your message. I can do it easily because I (see) him tomorrow. We go to work on the same train.
10. You (do) geometry next term.
11. I'll look out for you at the parade. ~ Do, but I (wear) a uniform so you may find it hard to recognize me.
12. We have to do night duty here. I (do) mine next week.
13. In a hundred years' time people (go) to Mars for their holidays.
14. He (use) the car this afternoon.
15. I (see) you again.
16. It's a serious injury but he (walk) again in six weeks.
17. I'll come at three o'clock. ~ Good, I (expect) you.
18. They are pulling down all the old houses in this street. I expect they (pull) down mine in a few years' time.
19. I'd like to see your new flat. ~ Well, come tomorrow, but it (not look) its best, for the painters still (work) on it.
20. Stand there, they (change) the guard in a minute and you'll get a good view.
21. You'd better go back now; your mother (wonder) where you are.
22. In fifty years' time we (live) entirely on pills.
23. What do you think the children (do) when we get home? ~ I expect they (have) their supper.
24. The garden (look) its best next month.
25. It won't be easy to get out of the country. The police (watch) all the ports.
26. What the tide (do) at six tomorrow morning? ~ It (come) in.
27. I've just remembered that I left the bathroom taps on. I expect the water (flow) down the stairs by now.
28. You (need) your camera tomorrow or can I borrow it?
29. We've just got to the top in time. The sun (rise) in a minute.
30. Air hostess: We (take off) in a few minutes. Please fasten your safety belts.

31. We'd better go out tomorrow because Mary (practise) the piano all day.

32. Don't ring her up at 6.00; she (put) the children to bed. Ring later.

33. We are making a house-to-house collection of things for the jumble sale. We (come) to your house next week.

34. That football club has lost some of its players. They (look out) for new men.

35. When I get home my dog (sit) at the door waiting for me.

36. Let's go down to the harbour; the fishing boats all (come) in because of the gale.

Exercise 6. *will+ infinitive* and the Future Continuous.

See note for previous exercise.

Put the verbs in brackets into the appropriate future form, using **will** + infinitive or the future continuous (where alternative forms are possible they will be given in the key).

1. There is going to be a bus strike. Everyone (walk) to work next week.

2. You've just missed the last train! ~ Never mind, I (walk).

3. I'll ring you tomorrow at six. ~ No, don't ring at six; I (bath) the baby then. Ring later.

4. Mother: Your face is dirty. Child: All right, I (wash) it.

5. Will you have lunch with me on the 24th? ~ I'd love to, but I'm afraid I (do) my exam then.

6. I (work) for Mr Pitt next week as his own secretary will be away.

7. You (have) something to drink, won't you?

8. Why did you take his razor? He (look) for it everywhere tomorrow.

9. I hope you'll do well in the race tomorrow. I (think) of you.

10. Notice on board ship: In the event of an emergency all passengers (assemble) on the boat deck.

11.I don't feel well enough to go to the station to meet him. ~ I (meet) him for you. But how I (recognize) him? -He's small and fair, and he (wear) a black and white school cap.

12. I (leave) these flowers at the hospital for you. I (go) there anyway to visit my cousin.

13. You ought to try to get a ticket for the Spectators' Gallery next week; they (debate) international fishing rights.

14. You've left the light on. ~ Oh, so I have. I (go) and turn it off.

15. I've just been appointed assistant at the local library. ~ Then you (work) under my sister. She is head librarian there.

16. I want to post this letter but I don't want to go out in the rain. ~ I (post) it for you. I (go) out anyway as I have to take the dog for a walk.

17. The prima ballerina is ill so I expect her understudy (dance) instead.

18. Today is Guy Fawkes' Day; this evening people (let) off fireworks and (make) bonfires in the streets.

19. Military order: Sentries (remain) on duty till they are relieved.

20. This time next Monday I (sit) in a Paris cafe reading *Le Figaro.* ~ You (not read). You'll be looking at all the pretty girls.

21. Wages have gone up, so I suppose prices (go up) too.

22. It is nearly autumn; soon the leaves (change) colour.

23. Mother (on phone): My son has just burnt his hand very badly. Doctor: I (come) at once.

24. Customer in restaurant: Waiter, this plate is dirty. Waiter: I'm sorry, sir, I (bring) you another.

25. In a few years' time we all (live) in houses heated by solar energy.

26. It's beginning to get dark; the street lights (go on) in a few minutes.

27. We (not play) poker at the party tonight; our hostess doesn't approve of cards.

28. Let's wait here; the swing bridge (open) in a minute to let that ship through.

29. Guest: May I use your phone to ring for a taxi?

30. Hostess: Oh, there's no need for that; my son (drive) you home.

31. Come on deck; we (enter) harbour in a few minutes.

32. Before you leave the office you (hand) the keys of the safe to Mr Pitt. Do you understand? ~ Yes, sir.

33. Are you nearly ready? Our guests (arrive) any minute.

34. Loudspeaker announcement: The ship (leave) in a few minutes and all persons not travelling are asked to go ashore.

35. Now that the parking regulations have become stricter, more people (use) public transport and (leave) their cars at home.

36. I've got rats in my basement and I don't know how to get rid of them. ~ I (bring) my dog round whenever you like. He (catch) them for you.

37. I'm afraid I've just broken your goldfish bowl. ~ Never mind, I (put) the goldfish in the bath.

Exercise 7. *Shall* and *will.*

Shall is correct for the first person of the future simple (except when this form is used to express intention), but in the affirmative and negative **will** is very often used instead, i. e. we can say, "I/we will" and "I/we won't" instead of "I/we shall" and "I/we shan't". In the interrogative **will** should not be used to replace **shall.**

There are some rather old-fashioned or formal constructions where **shall** is used with the second or third persons. Here **shall** cannot be replaced by **will.** Such constructions are usually avoided but a few examples have been given below.

Use **will or shall** to fill the spaces in the following sentences. Sometimes either could be used.

1. When you are in bed I... be at work.
2. Who'll help me? ~ I...
3. We will unite to resist oppression, and tyrants... not triumph over us. *(We won't let them triumph).*
4. What... we do now? ~ Wait.
5. You've been a good child, and when we get home you... have a sweet. *(I'll give you a swee..)*
6. Your father... hear of this. *(I'll certainly fell him).*
7. ... we go to the cinema? ~ Yes, let's.
8. She... tell the same story over and over again *(obstinate insistence).*
9. Club rule: Members... write the names of their guests in the book provided.
10. Theatre regulation: Persons... not be permitted to sit in the gangways.
11. Where... I be in six years' time, I wonder?
12. He... not come here again. *(He refuses).*
13. He... not come here again. *(I won't let him come).*

14. Clause in lease: The tenant... be responsible for all repairs.
15. This kind of snake... not bite unless it is startled.
16. ... you have a cigarette? ~ No, thanks, I don't smoke.
17. He... play his radio very loudly, which annoys me very much *(obstinate insistence).*
18. By this time next year I... be earning my own living.
19. Who... take this letter to the post for me? — I...
20. What... we do with all the food that's left over?
21. Do you know the way? No? Then I... show you.
22. Where... I put it? ~ Put it behind the piano.
23. Police notice:... anyone who witnessed the accident please ring 2222.
24. Yachts... go round the course, passing the marks in the correct order *(extract from Yacht Racing Rules).*
25. When... you hear the result? ~ I... not hear for another week.
26. "I... not apologize", she said, stamping her foot.
27. Who... I say called? ~ You needn't mention my name. He... know who I am.
28. She... never do anything you tell her.
29. I... not be here next week.
30. I... not have to do any cooking for a month. I'm going to an hotel.
31. ... I put it on your desk? ~ Please do.
32. I... fill up this form! The questions are impertinent. ~ If you don't, madam, you... *(negative)* get your visa.
33. ... you stand quite still for a moment, please?
34. ... I put more salt in the stew?
35. A dog... obey his owner but a cat... not.
36. I... know whether you are telling the truth or not.

Exercise 8. Time clauses.

The future simple is not used in time clauses, the simple present tense being used instead.

Put the verbs in brackets into the correct tense (present or future).

1. When he (return) I'll give him the key.
2. He'll be ready as soon as you (be).
3. I'll stay in bed till the clock (strike) seven.
4. She will be delighted when she (hear) this.

5. When the laundry comes I (have) some clean handkerchiefs.
6. I shan't buy tomatoes till the price (come) down.
7. Stay here till the lights (turn) green.
8. When it (get) cold I'll light the fire.
9. The lift (not start) until you press that button.
10. She'll have to behave better when she (go) to school.
11. When you look at yourself in the glass you (see) what I mean.
12. He (be) here before you go.
13. I (lend) you my cassette recorder whenever you want it.
14. He (wake) up when we turn the lights on.
15. He (ring) us up when he arrives in England?
16. He will wash up before he (go) to bed.
17. I won't come to London till the bus strike (be) over.
18. I (give) the children their dinner before he (come) home.
19. They will be astonished when they (see) how slowly he works.
20. I'll pay you when I (get) my cheque.
21. I (go) on doing it until he tells me to stop.
22. I'll buy that house when I (have) enough money.
23. You (fall) rapidly through the air till your parachute opens.
24. We'll have to stay here till the tide (go) out.
25. When the Queen (arrive) the audience will stand up.
26. When the fog (lift) we'll be able to see where we are.
27. The refrigerator (go on) making that noise till we have it repaired.
28. As soon as the holidays begin this beach (become) very crowded.
29. The car (not move) till you take the brake off.
30. The alarm bell (go on) ringing till you press this button.
31. As soon as she (learn) to type I'll get her a job.
32. Look before you (leap) *(proverb)*.
33. We (have) to stay on this desert island till we can repair our boat.
34. Don't count on a salary increase before you actually (get) it.
35. When winter (begin) the swallows will fly away to a warmer country.
36. We can't make any decision till he (arrive) here.

Exercise 9. The Future Perfect Tense.
Put the verbs in brackets into the future perfect tense:

1. In a fortnight's time we (take) our exam.
2. I (finish) this book by tomorrow evening.
3. By this time tomorrow we (have) our injections.
4. By the end of next year I (be) here twenty-five years.
5. I'll still be here next summer but Tom (leave).
6. I (finish) this job in twenty minutes.
7. By next winter they (build) four houses in that field.
8. When we reach Valparaiso we (sail) all round the world.
9. At the rate he is going he (spend) all his money by the time he is twenty-one.
10. By this time next year I (save) $250.
11. By the time we get to the party everything (be) eaten.
12. The train (leave) before we reach the station.
13. If I continue with my diet I (lose) 10 kilos by the end of the month.
14. By the end of my university course I (attend) 1,200 lectures.
15. By the end of this week my illness (cost) me $100.
16. By the time that he leaves school his parents (spend) $25,000 on his education.
17. By the end of the term I (read) all twelve volumes.
18. When you come back I (finish) all the housework.
19. The police (hear) of the theft by this time.
20. We (drink) all that wine by the end of the year.
21. On the fourth of next month he (be) in prison for ten years.
22. When we reach Crewe we (do) half of the journey.
23. At this rate you (break) all the wine glasses by the end of the month.
24. If we don't hurry the sun (rise) before we reach the top.
25. I'm going to Hyde Park to hear the people making speeches. ~ You'll be too late. By the time you get there they (finish) their speeches and everybody (go) home.
26. By midnight he (be) unconscious for forty-eight hours.
27. By the end of the month 5,000 people (see) this exhibition.
28. By next April I (pay) $3,000 in income tax.
29. I suppose that when I come back in ten years' time all these old houses (be) pulled down.
30. On 21 October they (be) married for twenty-five years.
31. After this performance I (see) *Hamlet* twenty-two times.

32. The strike leader said, "By midnight 500 men (come) out on strike."

33. At your present rate you (burn) all that coal by the end of the month.

34. The treasurer said, "By the end of the year all our debts (be paid) off."

35. Tourist: We've only got five hours in Rome; we are leaving at six; but I'm sure that we (see) everything of importance by then.

36. Householder to Zoo: One of your elephants is in my garden eating my tomatoes.

37. Zoo official: The elephant keeper will be with you in half an hour. Householder: Your elephant (eat) all my tomatoes by then.

Exercise 10. Time clauses.

The future perfect tense is not used in time clauses, the present perfect being used instead.

Put the verbs in brackets into the correct tense, using the future, present, or present perfect. Compare 1 to 5 with 1 to 5 in Exercise 8.

1. When we (take) our exam we'll have a holiday.
2. When I (finish) the book I'll lend it to you.
3. When we (have) our injections I expect we'll feel awful.
4. When I (be) here for a year I'll ask for a rise.
5. When Tom (go) I'll tell you a secret.
6. By the time he (get) back from his holiday the milkman will have left twenty-one bottles of milk outside his door.
7. Don't drive at more than 50 k.p.h. till your car (do) 4,000 kilometres.
8. When you (do) 4,000 kilometres you can drive it at 70 k.p.h.
9. When you open the safe you (see) a small black box.
10. When we (have) lunch we'll go for a walk.
11. When the bell rings I (take) the meat out of the oven.
12. I'll bolt all the doors before I (go) to bed.
13. When we (see) the cathedral we'll go to the museum.
14. We'll have to stay up this tree till the bull (go) away.
15. He (not let) you out till you have finished your homework.
16. As soon as I hear from him I (let) you know.
17. My father will be furious when he (see) what you have done.

18. You (not hear) the sound of the explosion till after you have seen the flash.
19. These gates will remain shut until the train (pass).
20. When he (sell) all his newspapers he'll go home.
21. We can't have a fire here until we (sweep) the chimney.
22. You (get) a shock when you open that box.
23. When you are eighteen your father (give) you a latchkey.
24. Don't jump out of the aeroplane until the pilot (say) "Go!"
25. I can't leave the country till the police (return) my passport.
26. When a bottle of champagne (be) opened for twenty-four hours the wine is not fit to drink.
27. Hotel receptionist: When you (sign) the hotel register the porter will show you your room.
28. You (not know) how good oysters are till you have tasted one.
29. That road will not be safe till the floods (subside).
30. When everybody (leave) the park the park-keeper will lock the gates.
31. When we have seen the Chamber of Horrors we (have) a cup of tea.
32. When you (have) something to eat you'll feel better.
33. I (stay) in court till the jury returns.
34. You cannot become a member of this club until you (make) a parachute descent.
35. When the boa constrictor (eat) the goat he will become very lethargic.
36. As soon as everybody has gone to bed the mice (come) out of their holes.

KEY

Exercise 1. be going to is possible in all these sentences, but where the present continuous tense is given in the key, that is the better one to use:

1 am playing; 2 is having; 3 am going to light; 4 are having; 5 is being, are you putting, am putting; 6 are you going, am going, am not buying/am not going to buy; 7 am not going to do; 8 am having; 9 is coming, are you putting, am putting 10 is starting;; 11 am spending 12 is going to build; 13 are you going to tell, am going to tell; 14 is starting; 15 is opening; 16 is speaking; 17 is closing; 18 are you having,

am having; 19 am collecting; 20 are taking; 21 am giving; 22 is singing; 23 is going, is he flying, is going; 24 is seeing ; 25 is he going to wash; 26 is ringing; 27 is going to ask; 28 are giving, are inviting; 29 is playing, is playing; 30 are launching, are you coming; 31 are you going to do; 32 am picking; 33 are you going, am going, is calling; 34 am competing; 35 isn't coming ;36 am going to read;

Exercise 2. Affirmative answers: 1st person will/shall+ infinitive, 2nd and 3rd person **will**+ infinitive, e. g. 1 will/shall know

Negative answers: as above with **not,** e. g. 7 will not/won't catch

Interrogative answers: as above with **will/shall**+ subject+ infinitive, e. g. 2 will you be

Exercise 3. (shall can be replaced by **will** in these answers. Contractions may be used).

1 shall recognize 2 will see/am seeing («am seeing» implies a definite arrangement) 3 is playing 4 is coming 5 am going 6 shall know 7 shall owe 8 shall believe 9 am having 10 will have 11 is being/will be 12 is coming 13 is catching 14 are you meeting, am meeting 15 are you riding/will you ride 16 will Mrs Pitt say, won't mind 17 will it matter 18 won't forget 19 is leaving 20 shall remember 21 will break 22 will never forgive 23 will like 24 are laying 25 will see 26 will grow 27 will understand 28 will scratch 29 shall be 30 won't pass 31 is going 32 am moving 33 will soon forget 34 will wait 35 won't write 36 will be

Exercise 4. (shall can be replaced by **will.** Contractions may be used.)

1 will go 2 will telephone 3 will send 4 am going to learn 5 are you going to do 6 will call, will translate 7 are you going to buy, am not going to eat, am going to eat 8 are you going to redecorate 9 am going to change, will help 10 are you going to put 11 am going to put 12 are you going to do, am going to be 13 am going to shorten 14 won't lend 15 will cut 16 am going to attend 17 will ask 18 am going to open 19 is going to take 20 will ask 21 am going to get 22 am going to develop 23 will make 24 are going to tow 25 am going to give up/am giving up 26 will say 27 will lend 28 are going to raffle 29 are going to clear 30 will mend 31 will give 32 am going to make 33 am going to shorten 34 am going to buy 35 are you going to do 36 am going to give

Exercise 5. Form of affirmative answer: **shall** or **will** ('ll) as appropriate+**be**+present participle, e. g. I shall/will be sitting. Negative

answer: 19 won't be looking. Interrogative answers: 23 the children will be doing 26 will the tide be doing

Exercise 6. (shall can be replaced by **will** in these answers. Contractions may be used.)

1 will be walking 2 will walk 3 shall be bathing 4 will wash 5 shall be doing 6 shall be working/am working 7 will have 8 will be looking 9 shall be thinking/shall think 10 will assemble 11 will meet, shall I recognize, will be wearing 12 will leave, shall be going/am going 13 will be debating/are debating 14 will go 15 will be working 16 will post, shall be going/am going 17 will be dancing/will dance 18 will be letting off... and making/will let off ... and make 19 will remain 20 shall be sitting, won't be reading 21 will be going/will go 22 will be changing/ will change 23 will come 24 will bring 25 shall all be living 26 will be going/will go 27 shall not be playing 28 will be opening/will open 29 will drive 30 shall be entering 31 will hand 32 will be arriving/will arrive 33 will be leaving 34 will be using... and leaving/will use... and leave 35 will bring, will catch 36 will put

Exercise 7. (will and **will not** may be contracted.)

1 shall/will 2 will 3 shall 4 shall 5 shall 6 shall 7 shall 8 will 9 shall 10 shall 11 shall 12 will 13 shall 14 shall 15 will 16 will 17 will 18 shall/ will 19 will, will 20 shall 21 will 22 shall 23 will 24 shall 25 will, shall/ will 26 will 27 shall, will 28 will 29 shall/will 30 shall/will 31 shall 32 won't, won't 33 will 34 shall 35 will, will 36 shall/will

Exercise 8. (will and **shall** may be contracted.)

1 returns 2 are 3 strikes 4 hears 5 shall/will have 6 comes 7 turn 8 gets 9 won't start 10 goes 11 will see 12 will be 13 shall/will lend 14 will wake 15 will he ring 16 goes 17 is 18 shall/will give, comes 19 see 20 get 21 shall/will go 22 have 23 will fall 24 goes 25 arrives 26 lifts 27 will go on 28 will become 29 won't move 30 will go on 31 learns 32 leap 33 shall/will have 34 get 35 begins 36 arrives

Exercise 9. Answers will all be: **have**+ past participle of the verb in brackets, **shall** can be used instead of **will** for the 1st person, e. g. I will/ shall have taken, **will** can be contracted to **'ll.**

Exercise 10. (Contractions may be used.)

1 have taken 2 have finished/finish 3 have had 4 have been 5 goes/ has gone 6 gets/has got 7 has done 8 have done 9 will see 10 have had 11 shall/will take 12 go 13 have seen 14 goes/has gone 15 won't let

16 shall/will let 17 sees 18 won't hear 19 has passed/passes 20 has sold 21 have swept/sweep 22 will get 23 will give 24 says 25 have returned/return 26 has been 27 have signed 28 won't know 29 have subsided/subside 30 has left 31 shall/will have 32 have had 33 shall/will stay 34 have made 35 has eaten 36 will come/come

СТРАДАТЕЛЬНЫЙ ЗАЛОГ

Exercise 1. Read the label on the packet of frozen peas and then write the instructions using passive forms (present simple).

How to cook

Pour two inches of water into a saucepan. Light gas. Boil water. Open the packet. Put peas with a little salt into boiling water. Cook for three minutes. Add some butter. Eat immediately.

First, two inches of water are poured into a saucepan. Then ...

Write the instructions for cooking something. Then ask your group mates to re-write them using passive forms.

Exercise 2. Imagine that you return to your old school (university) after 20 years. A lot of things have been done, and the place looks very different. Can you think of six or more changes?

Useful vocabulary: build, close down, extend, modernise, open, pull down, rebuild, renovate, repair, turn into

Exercise 3. You are a secretary. At 9 o'clock your boss told you to do these things.

Open the post. Answer the letters. Type the reports. Send the telegrammes. Cash the cheques. Water the plants. Make coffee. Dust the desk.

At 10 o'clock the boss comes back. You haven't done all the jobs yourself, but they have all been done. Complete the following dialogue using present perfect passive.

— Well, what have you done? Have you opened the post?
— Yes, the post has ...
— Many letters?
— Quite a lot. They have ...
— What about those reports?
— They ...
— And the telegrammes?
— ...
— The cheques?
— ...
— Good. Now, what about my desk?

— Your desk ...
— And the plants?
— They ...
— Excellent. Now, what about a cup of coffee?
— Yes, ...

Exercise 4. Imagine that you are in a busy station restaurant at about 10.30 in the morning. Can you think of ten or more things that are being done? Use present continuous passive.

Useful vocabulary: bake, boil, clean, cook, cut up, defrost, fry, make, prepare, pay, roast, serve, wash

Exercise 5. Study the following table and make up sentences using past simple passive.

Accidents and Crime Statistics for Community of South Rydale, 1995/96

Total population: 17, 645

	1995	1996
Road accidents		
Deaths	1	1
Injuries (slight)	21	18
Injuries (serious)	14	10
Crime		
Murders	–	1
Assaults	34	41
Bank robberies	2	1
Forced entries, shops	16	10
Forced entries, private houses	23	30
Car thefts	31	27
Bicycle thefts	45	38

Example: In 1995 one person was killed in a road accident. Twenty one people were slightly injured. Sixteen shops were forcibly entered.

Exercise 6. Make up sentences with passive forms using the following ideas.

1. Drugs/ sell/ openly /the city streets
2. The Queen's carriage/ pull/ two white horses/ the closing ceremony.
3. If she/ go on/ driving like this/ she/ fine/ careless driving some day.
4. The dead man's wife/ question/ by the police/ at this moment.
5. The castle/ build/ in 1549/ defend/ island/ against invaders.
6. According/ report/ only/ defensive weapons/ supply/ Iran/ before 1999.
7. The students/ group/ recently/according/ age and ability.
8. My old car/ design/ and build in Korea.

The key:

1. Drugs are sold openly in the city streets.
2. The Queen's carriage was pulled by two white horses at the closing ceremony.
3. If she goes on driving like this, she will be fined for careless driving some day .
4. The dead man's wife is being questioned by the police at this moment.
5. The castle was built in 1549 to defend the island against invaders.
6. According to the report, only defensive weapons had been supplied to Iran before 1999.
7. The students have been recently grouped according to age and ability.
8. My old car was designed and built in Korea.

Exercise 7. Rewrite the sentences beginning the way shown. Do not use *by* unless it is important to the meaning.

The company has cut all salaries. — All salaries have been cut.

1. The bank manager kept me waiting for half an hour. — I ...
2. Employers must pay all travel expenses for this training course. — All travel expenses for this course ...
3. Do you suppose your brother could have written such a letter? — Do you suppose such a letter ...
4. They use a computer to do that job nowadays. — A computer ...
5. During the recession, the firm made people redundant almost

every week. — During the recession people ...

6. Nobody informed the police that there had been a mistake. — The police ...

7. Where will your company send you next year? — Where will you ...

8. The news about the famine distressed Josephine. — Josephine ...

The key: 1. was kept waiting for half an hour by the bank manager.
2. must be paid by employers.
3. could have been written by your brother?
4. is used to do that job nowadays.
5. were made redundant by the firm almost every week.
6. were not informed that there had been a mistake.
7. be sent by your company next year?
8. was distressed by the news about the famine.

Exercise 8. Put the verbs in the correct form, active or passive.

1. I (collect) all the documents that (need) for the house sale. Can you take them to the lawyer's office to (sign)?

2. Look, this (be) a secret. Come into the garden where we (not/overhear).

3. This office (be) very inefficient. The telephone never (answer) promptly, no proper records (keep), and, worst of all, no reports (write) for weeks.

4. I (be) so worried about my garden while I (be) in hospital last month. But I have very good neighbours. When I (get) home I (can) see that the vegetables (water) every day and the grass (cut) regularly.

5. Can you come to the police station? The man who (suspect) of stealing your wallet (arrest), and (question) at the moment. The police (hope) he (identify), either by you or another witness.

6. We (hope) to see several famous paintings, but the gallery (re-organised) at the time of our visit and most of the really valuable works (move) for safe keeping.

The key: 1. have collected, are/will be needed, be signed. 2. Is, can't/won't be overheard. 3. Is, is never answered, are kept, have been written. 4. Was, was, got, could, had been watered, had been cut. 5. Is suspected, has been arrested, is being questioned, hope, can/will be identified. 6. Had hoped, was being re-organised, had been moved

Exercise 9. Most of these sentences contain one mistake. Correct it or write right.

1. My neighbour is very proud of her new grandson who born last week.

2. I am very fond of this old brooch because it was belonged to my grandmother.

3. My family lives in Scotland but I was educated in France.

4. I am afraid I can't lend you my camera. It's repairing this week.

5. The bridge was collapsed during the floods but fortunately no one was using it at the time.

6. If you aren't careful of what you are doing with that hammer, someone will hurt in a minute!

7. The word "stupid" was in my report but it wasn't referred to you.

8. I am sorry I am late. I got held up in the traffic.

9. When did you discover that the money had been disappeared?

10. Children under the age of seven do not allow in this pool.

The key: 1. was born. 2. it belonged. 3. right. 4. it's being repaired. 5. collapsed. 6. will get/be hurt. 7. didn't refer. 8. Right. 9. had disappeared. 10. are not allowed

Exercise 10. Put the verbs into a suitable tense in the passive.

— Hi, I am back. Sorry I'm late.

— Hello. What kept you?

— I had to use the ring road and I (stick) in a traffic jam for forty minutes.

— Why didn't you use the usual route?

— Because the road (close) until work on the access road to the new hospital (complete).

— When is it due to (finish)?

— Well, the access road (open) by the Mayor next week, according to the newspaper, and the Health Minister (invite) to open the hospital on the same day, but they don't know yet whether she's definitely coming.

— A lot of money (waste) if she doesn't come.

— Why is that?

— Haven't you seen all those rose bushes that (plant) round the hospital?

— So? They are lovely for the patients.

— But the patients won't be able to see them, because they are round the entrance, and the complaints (ignore) until it was too late.

— If they had money to spare, it (spend) on facilities for patients, not on making the front look pretty for the Minister.

— Absolutely. It's typical of this local council. They (elect) to save money, but they do just the opposite.

— Perhaps they (throw) out at the next election.

— I hope so. Now, are you ready for supper?

The key: got/was stuck, is closed/has been closed, is completed/has been completed, be finished, will be opened/is going to be opened; has been invited, will have been wasted, have been planted, were ignored, should have been spent, were elected, will be thrown

Exercise 11. Put the verbs in a suitable tense, active or passive.

Read this letter from Maurice, who is on holiday in Britain, to his sister Sally in New Zealand.

Dear Sally,

How are you? We've been having a lovely time. We are being very well looked after by our hosts. We (take) sightseeing and we (introduce) to some of their friends, who (make) us feel very welcome. Last night we (show) round a castle, by the owner! Most of the land in this area (belong) to his family for about five hundred years. Apparently, the land (give) to them after one of his ancestors (kill) while trying to save the king's life. Quite romantic, isn't it?

The castle itself was a little bit disappointing, to be absolutely honest. The owner told us that it (suffer) serious damage during a fire about thirty years ago. When it (restore) they (add) central heating and things like that. So once you're inside it (not feel) much different to any large, old house. But the owner is a real character. He told us lots of stories about things that (happen) to him when he was young. He (send) abroad to work in a bank, but he hated it, so he (behave) very badly in order to (sack). He kept us laughing for hours. I hope he (invite) here before we leave. I'll have lots more to tell you when we get back. Take care.

Yours affectionately, Maurice.

The key: have been taken, have been introduced, have made, were shown, has belonged, was given, was killed, suffered, was restored, added, doesn't feel, happened, was sent, behaved, be/get sacked, is/will be invited

Exercise 12. Change the verbs in the following tenses into passive:

1. Terrorists have kidnapped a French officer and are demanding $400,000 from the French government.
2. Police have arrested a number of people who took part in the riot.
3. The soldiers took my son away and I never saw him.
4. The store will deliver your new washing-machine tomorrow morning.
5. We offer free home delivery for every purchase over $ 150.
6. Refrigerated containers transport meat across Europe.
7. Who will look after the baby when you go back to work?
8. The terrorists carried out their threat and shot two of the hostages.
9. Women commit far fewer crimes than men.
10. The school uses the money to buy new computer equipment.

The key:

1. A French officer has been kidnapped by terrorists and $400,000 is being demanded from the French government.
2. A number of people who took part in the riot have been arrested by the police.
3. My son was taken away, and was never seen.
4. Your new washing-machine will be delivered by the store.
5. Free home delivery for every purchase over $150 is offered by the store.
6. Meat is transported by refrigerated containers across Europe.
7. Who will the baby be looked after by when you go back to work?
8. The threat was carried out by the terrorists and two of the hostages were shot.
9. Far fewer crimes are committed by women.
10. The money is used to buy new computer equipment.

Exercise 13. Open the brackets using suitable passive or active voice forms.

1. The previous problem (cause) by bad management. The company (manage) badly from the start.
2. As a rule lifeguards (train) to deal with any emergency.
3. If a lawyer (suspect) of dishonesty, he (risk) losing his job.
4. As a rule, 95 per cent of housework (do) by women.
5. The operation (perform) by a team of surgeons at Addenbrookes Hospital yesterday morning.
6. The police (call) after a 6-year-old girl (go) missing from a playground near her home.
7. Your watch (repair) free, if it (be) still under guarantee.
8. State aid (promise) recently for the victims of the flood.
9. He (put) in prison after publicly criticizing the military government.

The key:

1. was caused, had been managed
2. are trained
3. is suspected, risks
4. is done
5. was performed
6. were called, went
7. will be repaired, is
8. has been promised
9. was put

Exercise 14. Put each verb in brackets into a suitable tense.

The facts about sugar.

Packet sugar from the supermarket (extract) from either sugar cane or sugar beet. These products (mix) with hot water, which (dissolve) their natural sugar. Sugar (also find) in fruit some of which, such as dates and grapes, (contain) very high amounts of sugar. To be a little more scientific, sugar should (call) sucrose. Sucrose (make) up of two substances, glucose, which (use) for instant energy, and fructose, which (last) longer as a source of energy. The sugar in fruit is mainly fructose. So when we (eat) fruit, we (also eat) quite large amounts of natural sugar. Some scientists (believe) that too much sugar (eat) in sweets,

cakes and biscuits. It (say) to be generally bad for the health, although nothing (definitely prove) so far. However, it (know) that sugar (cause) tooth decay. As one expert put it: "If other foods (damage) our body as much as sugar (damage) our teeth, they (ban) immediately."

(from "First Certificate Language Practice" by M. Vince)

The key:

Is extracted, are mixed, dissolves, is also found, contain, be called, is made, is used, lasts, eat, also eat, believe, is eaten, is said, has been definitely proved, is known, causes, damaged, damages, would be banned

Exercise 15. Change these sentences according to the model. Translate these sentences into Russian.

Ex: Apparently, Freddie has a wife in Scotland. — Freddie *is said* to have a wife in Scotland. — Говорят, у Фредди есть жена в Шотландии.

1. Everybody expects the government to lose the elections. — The government
2. The article reports that two people have been seriously injured in the accident. — It ...
3. People think that someone started the fire deliberately. — The fire ...
4. People say that Chris was in the army. — Chris ...
5. People believe that Norma is living in Paris. — Norma ...
6. People believed that someone murdered Jenkins. — Jerkins ...
7. People expect the weather this month to be a little warmer. — The weather ...
8. Some people believe that the market economy is successful in Russia. — The market economy ... .

Exercise 16. Respond to these statements beginning with *Yes* and using the passive.

1. Have you dealt with the problem? — Yes, the problem has been dealt with.
2. Has anyone paid for these goods?
3. Have we kept to the rules?
4. Did anyone turn off all the lights?
5. Did anyone give out the exercise books?

6. Did you write down what he said?
7. Is anyone seeing to my supper?
8. Have they approved of the plan?
9. Is anyone looking after the children?
10. Have you filed away the documents?

The key:

2. Yes, these goods have been paid for.
3. Yes, the rules have been kept to.
4. Yes, all the lights were turned off.
5. Yes, the exercise books were given out.
6. Yes, what he said was written down.
7. Yes, your supper is being seen to.
8. Yes, the plan has been approved of.
9. Yes, the children are being looked after.
10. Yes, the documents have been filed away.

Exercise 17. Have something done.

*We use **have something done** to say that we arrange for somebody else to do something for us or that something happens to somebody or their belongings. Rewrite each sentence so that it contains a form of have something done. Do not include the agent.*

1. A painter painted our house last month. — We had our house painted last month.
2. The hairdresser is cutting my hair this afternoon.
3. Someone has stolen my motorbike.
4. The dentist has taken out all of Ricky's teeth.
5. I haven't been to the car-wash for a long time.
6. The men are coming to put in the new central heating on Saturday.
7. Someone broke Harry's nose in a fight.
8. Isn't it time someone fixed your television?
9. Helen's publishers have just published her book.
10. The police towed away Nigel's car.

The key:

2. I am having my hair cut this afternoon.
3. I have had my motorbike stolen.
4. Ricky has had all his teeth taken out.

5. I haven't had my car washed for a long time.
6. We are having the new central heating put in on Saturday.
7. Harry had his nose broken in a fight.
8. Isn't it time you had your television fixed?
9. Helen has just had her book published.
10. Nigel had his car towed away.

СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ

Exercise 1. Conditional sentences: type 1.
Put the verbs in brackets into the correct tenses.

1. If I see him I (give) him a lift.
2. The table will collapse if you (stand) on it.
3. If he (eat) all that he will be ill.
4. If I find your passport I (telephone) you at once.
5. The police (arrest) him if they catch him.
6. If he (read) in bad light he will ruin his eyes.
7. Someone (steal) your car if you leave it unlocked.
8. What will happen if my parachute (not open)?
9. If he (wash) my car I'll give him $10.
10. If she (need) a radio she can borrow mine.
11. If you (not go) away I'll send for the police.
12. I'll be very angry if he (make) any more mistakes.
13. If he (be) late we'll go without him.
14. She will be absolutely furious if she (hear) about this.
15. If you put on the kettle I (make) the tea.
16. If you give my dog a bone he (bury) it at once.
17. If we leave the car here it (not be) in anybody's way.
18. He'll be late for the train if he (not start) at once.
19. If you come late they (not let) you in.
20. If he (go) on telling lies nobody will believe a word he says.
21. Unless he (sell) more he won't get much commission.
22. If I lend you $10 when you (repay) me?
23. We'll have to move upstairs if the river (rise) any higher.
24. If he (work) hard today can he have a holiday tomorrow?
25. Ice (turn) to water if you heat it.
26. If the house (burn) down we can claim compensation.
27. If you (not like) this one I'll bring you another.
28. Unless you are more careful you (have) an accident.
29. Tell him to ring me up if you (see) him.
30. If I tell you a secret, you (promise) not to tell it to anyone else?
31. If you (not believe) what I say, ask your mother.
32. If he (like) the house will he buy it?
33. If you will kindly sit down I (make) enquiries for you.

34. Unless I have a quiet room I (not be able) to do any work.
35. She won't open the door unless she (know) who it is.
36. Should you require anything else please (ring) the bell for the attendant.

Exercise 2. Conditional sentences: type 2 .
Put the verbs in brackets into the correct tenses.

1. If I had a typewriter I (type) it myself.
2. If I (know) his address I'd give it to you.
3. He (look) a lot better if he shaved more often.
4. If you (play) for lower stakes you wouldn't lose so much.
5. If he worked more slowly he (not make) so many mistakes.
6. I shouldn't drink that wine if I (be) you.
7. More tourists would come to this country if it (have) a better climate.
8. If I were sent to prison you (visit) me?
9. If someone (give) you a helicopter what would you do with it?
10. I (buy) shares in that company if I had some money.
11. If he (clean) his windscreen he'd be able to see where he was going.
12. If you drove your car into the river you (be able) to get out?
13. If you (not belong) to a union you couldn't get a job.
14. If I (win) a big prize in a lottery I'd give up my job.
15. What you (do) if you found a burglar in your house?
16. I could tell you what this means if I (know) Greek.
17. If everybody (give) $1 we would have enough.
18. He might get fat if he (stop) smoking.
19. If he knew that it was dangerous he (not come).
20. If you (see) someone drowning what would you do?
21. I (be) ruined if I bought her everything she asked for.
22. If you slept under a mosquito net you (not be) bitten so often.
23. I could get a job easily if I (have) a degree.
24. If she (do) her hair differently she might look quite nice.
25. If we had more rain our crops (grow) faster.
26. The whole machine would fall to pieces if you (remove) that screw.
27. I (keep) a horse if I could afford it.
28. I'd go and see him more often if he (live) on a bus route.
29. If they (ban) the sale of alcohol at football matches there might be less violence.

30. I (offer) to help if I thought I'd be any use.
31. What would you do if the lift (get) stuck between two floors?
32. If you (paint) the walls white the room would be much brighter.
33. If you (change) your job would it affect your pension?
34. If you knew you had only six weeks to live how you (spend) those six weeks?
35. You wouldn't have so much trouble with your car if you (have) it serviced regularly.
36. I'd climb over the wall if there (not be) so much broken glass on top of it.

Exercise 3 Conditional sentences: type 3.
Put the verbs in brackets into the correct tenses.
1. If I had known that you were in hospital I (visit) you.
2. The ground was very soft. But for that, my horse (win).
3. If you (arrive) ten minutes earlier you would have got a seat.
4. You would have seen my garden at its best if you (be) here last week.
5. But for his quickness I (be) killed.
6. I shouldn't have believed it if I (not see) it with my own eyes.
7. If he had slipped he (fall) 500 metres.
8. If he had asked you, you (accept)?
9. If I (had) a map I would have been all right.
10. If I (know) that you were coming I'd have baked a cake.
11. I (offer) to help him if I had realized that he was ill.
12. If you had left that wasp alone it (not sting) you.
13. If I (realize) what a bad driver you were I wouldn't have come with you.
14. If I had realized that the traffic lights were red I (stop).
15. But for the fog we (reach) our destination ages ago.
16. If you had told me that he never paid his debts I (not lend) him the money.
17. If you (not sneeze) he wouldn't have known that we were there.
18. If you (put) some mustard in the sandwiches they would have tasted better.
19. The hens (not get) into the house if you had shut the door.
20. If he had known that the river was dangerous he (not try) to swim across it.

21. If you (speak) more slowly he might have understood you.
22. If he had known the whole story he (not be) so angry.
23. I shouldn't have eaten it if I (know) that there was ginger in it.
24. If I (try) again I think that I would have succeeded.
25. You (not get) into trouble if you had obeyed my instructions.
26. If you hadn't been in such a hurry you (not put) sugar into the sauce instead of salt.
27. If I (be) ready when he called he would have taken me with him.
28. She had a headache; otherwise she (come) with us.
29. If she had listened to my directions she (not turn) down the wrong street.
30. If you (look) at the engine for a moment you would have seen what was missing.
31. Rome (be captured) by her enemies if the geese hadn't cackled.
32. He would have been arrested if he (try) to leave the country.
33. I (take) a taxi if I had realized that it was such a long way.
34. You (save) me a lot of trouble if you had told me where you were going.
35. They would have forced their way into the house if I (not call) for help.
36. If he had put out his pipe before putting it in his pocket he (not burn) a hole in his coat.

Exercise 4. Conditional sentences: mixed types.
Put the verbs in brackets into the correct tenses.
1. If you (find) a skeleton in the cellar don't mention it to anyone.
2. If you pass your examination we (have) a celebration.
3. What (happen) if I press this button?
4. I should have voted for her if I (have) a vote then.
5. If you go to Paris where you (stay)?
6. If someone offered to buy you one of those rings, which you (choose)?
7. The flight may be cancelled if the fog (get) thick.
8. If the milkman (come) tell him to leave two pints.
9. Someone (sit) on your glasses if you leave them there.
10. You would play better bridge if you (not talk) so much.
11. What I (do) if I hear the burglar alarm?

12. If you (read) the instructions carefully you wouldn't have answered the wrong question.
13. I could repair the roof myself if I (have) a long ladder.
14. Unless they turn that radio off I (go) mad.
15. If you were made redundant what you (do)?
16. We'll have a long way to walk if we (run) out of petrol here.
17. If you shake that bottle of port it (not be) fit to drink.
18. I'll probably get lost unless he (come) with me.
19. You (not have) so many accidents if you drove more slowly.
20. If you (wear) a false beard nobody would have recognized you.
21. If she (leave) the fish there the car will get it.
22. Unless they leave a lamp beside that hole in the road somebody (fall) into it.
23. You'll get pneumonia if you (not change) your wet clothes.
24. If I had known that you couldn't eat octopus I (not buy) it.
25. If they (hang) that picture lower people would be able to see it.
26. She (be able) to walk faster if her shoes hadn't such high heels.
27. I (bring) you some beer if I had known that you were thirsty.
28. If you had touched that electric cable you (be) electrocuted.
29. If the story hadn't been true the newspaper (not print) it.
30. I (not buy) things on the instalment system if I were you.
31. Dial 999 if you (want) Police, Ambulance, or Fire Brigade.
32. You (not be) any use to me unless you learn to type.
33. If anyone attacked me, my dog (jump) at his throat.
34. If he were in he (answer) the phone.
35. The ship would have run aground if the pilot (make) one mistake.
36. I shouldn't have taken your umbrella if I (know) that it was the only one you had.

Exercise 5. Conditional sentences: mixed types.
Finish these sentences, taking care to use the correct tenses.
1. If he had taken my advice ...
2. If you ate less ...
3. We'll send for the doctor if ...
4. If she practised more ...
5. If there isn't enough wine in that bottle ...
6. If you had checked the petrol before we started ...
7. This clock wouldn't have run down if ...

8. Try on the blue one if ...
9. If these gates are locked ...
10. If we leave before breakfast ...
11. If the river rises any higher ...
12. Her life might have been saved if ...
13. If the volcano starts erupting ...
14. The grass would look better if ...
15. Unless it is a nice day ...
16. If you don't put enough stamps on a letter, the person who gets it...
17. He would lend it to you if ...
18. Unless this hotel gets another cook ...
19. If the storm becomes worse ...
20. If your uncle sees you ...
21. If you tried to climb it without a guide . . .
22. If you didn't shake the camera so much, your photographs ...
23. I'd have brought my coat ...
24. If *(=as)* you don't like the picture ...
25. He would have given her diamonds if ...
26. If you had asked his permission ...
27. If the fire had been noticed earlier ...
28. If you had any sense ...
29. You would have been angry if ...
30. If he had put the flowers into water at once ...
31. I should have ordered more coal if ...
32. If you leave the gate open ...
33. You will have to go to the dentist if ...
34. He would have been drowned if ...
35. If I'd had a car ...
36. If Tom rings while I'm out...

Exercise 6. Conditional sentences: type 1.
Put the verbs in brackets into the correct form.
1. I'll look for your notebook and if I (find) it I (give) you a ring.
2. If you (smoke) in a non-smoking compartment the other passengers (object).
3. I'll wash the glasses in this nice hot water. ~ No, don't. If you (put) them into very hot water they (crack).
4. If you (see) Tom tell him I have a message for him.

5. If he (win) he (get) $1,000; if he (come) in second he (get) $500.
6. If you (feel) too hot during the night turn down the central heating.
7. Tom: Jack is a translator; he translates 1,000 words a day and gets $100 a week, which he says isn't enough to live on. Bill: Well, if he (want) more money he (have) to do more work. Advise him to translate 2,000 words a day.
8. If you (finish) with your dictionary I'd like to borrow it.
9. Jack (in canoe): Watch me! I'm going to stand up! Tom (on the bank): He's an idiot! If he (stand) up in the canoe it (capsize).
10. The lift wasn't working when I was here last. If it still (not work) we (have) to use the stairs.
11. I shan't wake if the alarm clock (not go) off.
12. I shan't wake unless I (hear) the alarm.
13. If you'd like some ice I (get) some from the fridge.
14. He's only sixteen but he wants to leave school at the end of the term. -If he (leave) now he (be) sorry afterwards.
15. I expect it will freeze tonight. ~ If it (freeze) tonight the roads (be) very slippery tomorrow.
16. That book is overdue. If you (not take) it back to the library tomorrow you (have) to pay a fine.
17. Unless Tom (take) his library book back tomorrow he (have) to pay a fine.
18. You'd better take the day off if you (not feel) well tomorrow.
19. If a driver (brake) suddenly on a wet road he (skid).
20. If you (like) I (get) you a job in this company.
21. If you (like) a job in this company, I'll get you one.
22. My dog never starts a fight. He never growls unless the other dog (growl) first.
23. You can use my phone if yours (not work).
24. If you (not know) the meaning of a word you may use a dictionary.
25. If Jack (refuse) to help we'll have to manage without him.
26. If Jack (not help) we'll have to manage without him.
27. (Tom is putting his coat on.) Ann: If you (go) out would you buy me some cigarettes?
28 . Henry can't count. ~ Why you (employ) him as a cashier if he can't count?

29. The police will test the knife for fingerprints. If your fingerprints are on it you (be) charged with murder.
30. Tom: I hate my job. Peter: If you (hate) it why you (not change) it?
31. You can ask for a continental breakfast if you (not want) a full breakfast.
32. If you (hear) from Tom could you please let me know?
33. Caller: Could I speak to Mr Jones, please? Secretary: If you'd wait a moment I (see) if he's in.
34. I'm not expecting any messages, but if someone (ring) while I am out could you say that I'll be back by 6.00?
35. (Notice in a box of chocolates): Every care has been taken with preparation and packing, but if these chocolates (reach) you in a damaged condition please return them to us and we will send you another box.
36. If you (care) to see some of his drawings I (send) them round to your office.

Exercise 7. Conditional sentences: type 1.

Part 1

Drill: **reply to the following sentences as shown in the example:**

If Tom meets us at the station we'll be all right.

But what'll we do if he doesn't meet us?

1. If he pays me tonight I'll have enough money for the tickets.
2. If I get a work permit I'll stay for another six months.
3. If I pass this exam I'll go to the university next October.
4. If he agrees to let me go on working after marriage I'll marry him *(Use* refuse.)
5. I'm going to say to the boss, "I can't work with Smith. Either I go or he goes. You'll have to choose between us."
6. If I can find a cheap room I'll stay a fortnight.
7. Your parachute should open after ten seconds.
8. Provided you remember the password you'll be in no danger. *(Use* forget.)
9. Tell the police the truth. I'm sure they'll believe you.
10. If the baby is a girl we're going to call her Ann.
11. If we get a lift we'll be in time.
12. If London airport is clear of fog we'll land there.

13. If Tom helps us the job will only take half an hour.
14. I haven't got a key but Jack will let us in if he is at home.
15. If the ice is thick enough we'll be able to walk across the river.
16. The sands are quite safe as long as you don't walk on them when the tide is coming in.
17. If it's fine tomorrow we'll go for a walk.
18. Driver (having just changed a wheel): We'll be all right provided we don't have another puncture.

Part 2

Rewrite the following sentences replacing ***would like*** by ***like*** and making any necessary changes.

If you'd like to wait you can wait here.

If you like you can wait here or *You can wait here if you like.*

1. If you'd like a copy of the book I can get you one. *(If you like I...)*
2. If you'd like me to ask if there are any vacancies I will. *(If you like* I...)
3. If you'd like to see the photographs I'll bring them round tonight.
4. If you'd like me to give you a hand I will.
5. If you'd like to watch the procession from my balcony you can.
6. If you'd like to see London from the air I'll arrange a helicopter trip for you.
7. You knitted a very nice sweater for Tom. ~ Yes, if you'd like me to knit you one I will.
8. If you'd like to borrow my car you can.
9. I'll come back and finish it tomorrow if you'd like me to.
10. If you'd like Ann to type it again I'll ask her to.
11. If you'd like an application form I'll get you one.
12. If you'd like me to go with you I will.
13. I'll paint the front door blue if you'd like that.
14. If you'd like to leave the washing-up till tomorrow you can.
15. If you'd like to postpone the trip till next week we'll do that.
16. If you'd like me to ask him to our next party I will.
17. If you'd like to meet the President I will arrange it.
18. If you'd like to go sailing tomorrow we will.

Exercise 8. Conditional sentences: type 2.
Put the verbs in brackets into the correct form.

1. Of course I'm not going to give her a diamond ring. If I (give) her a diamond ring she (sell) it.
2. Tom: I woke up to find the room full of smoke; but I knew exactly what to do. Ann: If I (wake) up to find the room full of smoke I (have) no idea what to do.
3. Ann: I couldn't live without Tom. If he (go) off with another girl I (pine) away and die. But I have complete confidence in Tom.
4. Husband: But I'm not going on a diet. Why should I go on a diet? Wife: If you (go) on a diet you (lose) weight.
5. If someone (say), "I'll give you $500 to go into court and swear that this statement is true," what you (do)?
6. If we (work) all night we (finish) in time; but we have no intention of working all night.
7. You must never blow out a gas light. Do you know what (happen) if you (blow) out a gas light?
8. If I (see) a tiger walking across Hyde Park I (climb) a tree. ~ That (not be) any use. The tiger (climb) after you.
9. If I (come) across two men fighting with knives I (call) the police. ~ But this is a very peaceful area.
10. Ann: All your clothes are years out of date. Why don't you throw them away? Mary: Don't be ridiculous! If I (throw) my clothes away I (have) to ask my husband for $1,000 to buy new ones.
11. Ann: If you (ask) him for $1,000 what he (say)?
12. Mary: He (be) too horrified to speak at first. But when he'd recovered from the shock, he probably (start) talking about a divorce.
13. If someone (ring) my doorbell at 3 a.m. I (be) very unwilling to open the door.
14. If I (see) a python in Piccadilly I (assume) it had escaped from a circus.
15. Tom: The plane was on fire so we baled out. Ann: I don't think I (have) the nerve to do that even if the plane (be) on fire.
16. We train the children to file out of the classroom quietly, because if a whole class (rush) at the door someone (get) hurt.
17. Why don't you buy a season ticket? ~ Because I lose everything. If I (buy) a season ticket I (lose) it.

18. Why don't you bring your car to work? If I (have) a car I (bring) it to work.

19. Jack: They get $150 a week. Tom: They can't get $150 a week. If they (do) they (not be) striking for $120.

20. Ann: George is fourteen. Tom: He must be older than that. He's in a full-time job. If he (be) only fourteen he still (be) at school.

21. He is staying at the Savoy in London. ~ Is he very rich? ~ I suppose he is. If he (be) a poor man he (not stay) at the Savoy.

22. If I (have) heaps of money I (drink) champagne with every meal.

23. If you (drink) champagne with every meal you soon (get) tired of it.

24. Prime Minister on golf course: I'm not at all worried about the situation. If I (be) worried I not (play) golf at this moment.

25. But I don't want to buy an elephant! ~ I know that. But where you (go) if you (do) want to buy one?

26. Why don't you get a cat? If you (keep) a cat the mice (not run) about everywhere.

27. What time of year do you think it is in this picture? Summer? ~ No, it must be winter. If it (be) summer the people (not sit) round that big fire.

28. Tom: Oh yes, I heard the phone ringing. Peter: Well, if you (hear) the phone ringing why you (not answer) it? *(Be careful; this is not a true conditional sentence.)*

29. Your notes are almost illegible. Why don't you type them? If you (type) them they (be) a lot easier to read.

30. If only we (have) a light! It's depressing waiting in darkness!

31. A university degree is a useful thing. If I (have) a university degree I now (sit) in a comfortable office instead of standing at a street corner selling newspapers.

32. I (be) very grateful if you kindly (sign) this document and let me have it back as soon as possible.

33. If the earth suddenly (stop) spinning we all (fly) off it.

34. Why are you so late? ~ We got stuck in a snowdrift! Luckily a lorry-driver saw us and towed us out. But for him we still (be) there!

35. We didn't exactly break down. We had a puncture. ~ But if it (be) only a puncture why you (not change) the wheel and come on? *(See 28 above.)*

36. I have no particular desire to win the Football Pools. If I (win) an enormous sum everybody (write) to me asking for money.

Exercise 9. Conditional sentences: type 2.

Rewrite these sentences, using an *if* construction.

He smokes too much; perhaps that's why he can't get rid of his cough.

If he didn't smoke so much he might get rid of his cough or
If he smoked less he might (be able to) get rid of his cough.

1. She is very shy; that's why she doesn't enjoy parties.
2. He doesn't take any exercise; that's why he is so unhealthy.
3. I haven't the right change so we can't get tickets from the machine.
4. They speak French to her, not English, so her English doesn't improve.
5. He doesn't work overtime, so he doesn't earn as much as I do.
6. My number isn't in the directory so people don't ring me up.
7. The police are not armed so we don't have gun battles in the streets.
8. The shops don't deliver now, which makes life difficult.
9. He's very thin; perhaps that's why he feels the cold so much.
10. We haven't any matches so we can't light a fire.
11. It's a pity we haven't a steak to cook over our camp fire.
12. I'm fat; that's why I can't get through the bathroom window.
13. He doesn't help me, possibly because I never ask him for help.
14. I can't drive so we can't take the car.
15. We have no ladder so we can't get over the wall.
16. My friend advised me to sell it. *(My friend said, If I... you I...)*
17. I haven't much time so I read very little.
18. They don't clean the windows so the rooms look rather dark.
19. He never polishes his shoes, so he never looks smart.
20. He doesn't pay his staff properly; perhaps that's why they don't work well.
21. We haven't got central heating, so the house is rather cold.
22. I have no dog, so I don't like being alone in the house at night.
23. He spends hours watching television; that's why he never has time to do odd jobs in the house.
24. I haven't got a vacuum cleaner; that's why I'm so slow.

25. I don't know his address, so I can't write to him.
26. He never shaves; that's the only reason he looks unattractive.
27. You work too fast; that's why you make so many mistakes.
28. I can't park near my office; that's why I don't come by car.
29. I live a long way from the centre; that's why I am always late for work.
30. I haven't a map so I can't direct you.
31. People drive very fast. That's why there are so many accidents.
32. English people speak very quickly. Perhaps that's why I can't understand them.
33. My house is guarded by two Alsatian dogs. That's the only reason it isn't broken into every night.
34. The flats are not clearly numbered, so it is very difficult to find anyone.
35. You don't wipe your feet, so you make muddy marks all over the floor.
36. I live near my office, so I don't spend much time travelling to work.

Exercise 10. Conditional sentences: type 3.
Put the verbs in brackets into the correct tenses.

1. If he (not take) his gloves off he (not get) frost bitten.
2. She was sent to prison only because she refused to pay the fine; if she (pay) the fine she (not be) sent to prison.
3. He didn't tell me that he was a vegetarian till halfway through the meal. If he (tell) me earlier I (cook) him something more suitable.
4. I had no map; that's why I got lost. If I (had) a map I (be) all right.
5. Why didn't you say that you were short of money? If I (know) I (lend) you some.
6. It's lucky he had his torch with him. If he (not have) it he (fall) down the cellar steps.
7. The job is much worse than I expected. If I (realise) how awful it was going to be I (not accept) it.
8. It was the drug, not the disease, that killed him. He would still be alive today if he (not take) that drug.
9. This room's freezing because the fire has only just been lit. ~ If it (be lit) this morning, as I suggested, the room would be warm enough to sit in now.

10. I overslept; that's why I'm half an hour late; and if my phone (not ring) at nine o'clock I might still be in bed.
11. It was rather a dull game so I left before the end; if I (wait) another five minutes I (see) Chelsea scoring a really exciting goal.
12. The paraffin heater was perfectly safe. There (not be) a fire if the children (not knock) it over.
13. It's a pity he never patented his invention. If he (patent) it he (make) a lot of money.
14. The fog came down suddenly and I suppose they didn't know which way to turn; if only they (have) a map and compass with them they (not be) drowned.
15. He asked his parents for a loan but he didn't say what he wanted the money for, so they refused. I think if he (tell) them that he wanted to open a restaurant they (agree).
16. The accident was mainly Tom's fault. He was driving much too close to the car in front. If he (be) further away he (be able) to stop in time.
17. The launching of the rocket was delayed half an hour by bad weather. If the weather (be) good they (launch) it at 8.30 instead of at 9.00.
18. Why did you throw away those newspapers? I hadn't finished with them. ~ I'm sorry. If I (know) you were still reading them I (not throw) them away.
19. I'm sorry you didn't tell me that dogs were allowed in the hotel; if I (know) I (bring) my dog. He (enjoy) the walk.
20. Most people (attend) the union meeting if they had had longer notice of it.
21. He says he refused the job, but that this was nothing to do with the salary. He (refuse) even if they (offer) him twice as much.
22. The club secretary is useless. He never tells anybody anything. We (not know) about this meeting if the chairman (not tell) us.
23. When the director asked her to play the lead she agreed though she didn't know anything about the play. I think that if she (read) the play first she (refuse) the part.
24. The burglar made quite a lot of noise getting into the house; but fortunately for him the family were watching a noisy TV play. If they (play) cards they certainly (hear) him.
25. If you had been there what you (do)?

26. It rained, which spoiled our picnic; but if it (not rain) it (be) a great success.

27. Why are you in such a bad temper? ~ Because I've been waiting for 40 minutes in an icy wind. If you (wait) 40 minutes in an icy wind you'd be bad-tempered, too.

28. You used wet sticks; that's why the fire took so long to light. If you (use) dry sticks it (light) long ago.

29. I didn't recognize him at first because he was wearing dark glasses; if he (not wear) them I (recognize) him immediately.

30. You knew that horse was going to win! ~ Don't be ridiculous! If I (knew) I (back) him myself.

31. Why didn't you phone from the village? ~ Because there was no phone in the village. If there (be) of course we (phone) from there.

32. When the weather got bad the climbing party turned back, all except Tom and his brothers, who decided to go on. If only they (turn) back with the others they would be alive today.

33. He was not very happy at school because he was a bookish boy, not at all interested in games. If he (play) games like the other boys he (have) a much better time.

34. We had to stand almost all the way. It was all Tom's fault. If he (book) seats, as I told him to, we (have) quite a comfortable journey.

35. We were travelling with false passports. That was the trouble. If our passports (be) all right we (not be) arrested.

36. They voted by a show of hands and decided in favour of a strike. But it was by a narrow margin and I think that if they (hold) a secret ballot there (not be) a strike.

Exercise 11. Conditional sentences: type 3.

Rewrite these sentences using an *if* construction.

You didn't tell me we had run out of bread, so I didn't buy any.

If you had told me we had run out of bread I'd have bought some.

1. I didn't see the signal, so I didn't stop.
2. I didn't know your number, so I didn't ring.
3. She didn't know you were in hospital, so she didn't visit you.
4. We only came by bus because there were no taxis.
5. She didn't speak to him, possibly because she was so shy.
6. Landlord: She threatened to set fire to her flat; that's the only reason I asked her to leave.

7. We didn't visit the museum because we hadn't time.
8. I only came up the stairs because the lift wasn't working.
9. We didn't listen carefully; perhaps that's why we made this mistake.
10. We got a lift, so we reached the station in time.
11. You washed it in boiling water; that's why it shrank.
12. We missed the train because we were using an out-of-date timetable.
13. His own men deserted him; that's the only reason why he failed.
14. They were driving very quickly. That's why the accident was so terrible.
15. It was raining. That's the only reason I didn't take the children to the beach.
16. When I bought this house I didn't realize that in summer planes skimmed the roof every five minutes.
17. Tom's father was on the Board. That's the only reason he got the job.
18. He wasn't looking where he was going. That's why he was run over.
19. I don't like country life, perhaps because I wasn't brought up in the country.
20. I didn't know he was so quarrelsome. I'm sorry now that I invited him.
21. It rained all the time. Perhaps that's why he didn't enjoy his visit.
22. I didn't work hard at school so I didn't get a good job when I left.
23. They used closed-circuit television. That's how they spotted the shop-lifter.
24. They asked him to leave the dining-room because he wasn't wearing a shirt.
25. It took us a long time to find his house because the streets were not clearly marked.
26. We didn't go by air only because we hadn't enough money.
27. The bus didn't stop because you didn't put your hand up.
28. He turned up at the interview looking so disreputable and unshaven that they didn't give him the job.
29. I didn't know how thin the ice was, so I was walking on it quite confidently.

30. The champion didn't take the fight seriously at first; perhaps that's why he didn't win it.

31. They got the children back alive only because they paid the ransom at once.

32. The examiner read the passage very quickly, so the candidates didn't understand it.

33. They weren't wearing life-jackets; perhaps that's why they were drowned.

34. He didn't get to the top of his profession, perhaps because his wife didn't encourage him.

35. The exit doors were blocked so people couldn't escape from the burning hall.

36. The astronauts didn't walk very far on the moon because they were hampered by the thick dust.

Exercise 12. Conditional sentences: mixed types.

Put the verbs in brackets into the correct forms.

1. I've hung out the clothes. It's lovely and sunny; if it (stay) like this they (be) dry in two hours.

2. French is essential in this job. All the telephonists (*AmE*: telephone operators) speak it. If they (not know) French they (not understand) half the callers.

3. How did you do in the car rally? ~ We came in last actually; but only because we got lost. If we (not got) lost we (come) in somewhere in the middle. We certainly (not be) last.

4. I wasn't really surprised that we got lost because I knew that the navigator couldn't map-read. But if you (know) that why you (take) him as navigator?

5. This flat would be all right if the people above us (not be) so noisy.

6. A group of spectators, including myself, left the stand just before the end of the game. When we were half way down the stairs a goal was scored and there was a great cheer from the spectators. If there (not be) a goal the crowd (not cheer).

7. If the crowd (not cheer) we (not run) back up the stairs to see what had happened.

8. If we (not run) back we (not crash) into the rest of the spectators on their way down, and there (not be) this frightful accident.

9. If the pain (return) you'd better take another pill.

10. If you aren't going to live in the house why you (not sell) it? If I (have) a house I couldn't use I (sell) it at once.

11. No, I didn't know any Russian at that time. ~ But if you (not know) Russian why you (offer) to give him Russian lessons? ~ Because I knew that he (refuse). He always rejected my offers.

12. Tell him to bring his bicycle inside. If he (leave) it outside someone (steal) it.

13. Why do people always wear dark clothes at night? If pedestrians (wear) light coloured clothes drivers (see) them much more easily.

14. She must have loved him very much because she waited for him for fifteen years. If she (not love) him she (not wait) so long.

15. He looked so small and weak that nobody asked him to do anything. If he (look) strong he (be) expected to dig all day like everyone else.

16. The government are talking of pulling the village down to make room for an airport. ~ If they (start) doing it the village people (resist)?

17. If you are catching an early train tomorrow you (like) to have breakfast at 7.00?

18. We'll have to break the ice on the pond; otherwise the ducks (not be able) to swim. And if they (not be able) to swim they (not be able) to get food. *(Use* can/could *forms where possible.)*

19. When he left school he became a fisherman. His family didn't like it at all. They (be) much happier if he (become) a greengrocer like his father.

20. They still say that if he (go) into the greengrocery business when he left school he (be) comfortably off now instead of being poor.

21. But he says that if he (have) his life again he (make) the same choice.

22. So many parcels and no baskets! If I (know) that we were going to buy so much I (bring) a basket.

23. No one bathes here. The water is heavily polluted. If you (bathe) in it you (be) ill for a fortnight.

24. I can hear the speaker all right but I wish I could see him too. ~ If he (stand) on a barrel we all (see) him and that (be) much better.

25. Look at poor Tom trying to start his car by hand again! If I (be) Tom I (get) a new battery.

26. I expect you'll see Jack at the lecture tonight. If you (do) you

please (remind) him about tomorrow's meeting?

27. The headmaster decided that Peter was the culprit and expelled him from the school. A more intelligent man (realize) that Peter couldn't have been guilty. *(If the headmaster had been more intelligent he...)*

28. But I blame the real culprit even more. If he (admit) his guilt Peter (not be) expelled.

29. The only thing I haven't got is a balcony. If I (have) a balcony I (grow) plants in pots. Then my flat (be) perfect!

30. Jack rang while you were out. ~ Oh dear! If I (know) he was going to ring I (stay) at home.

31. My unmarried friends are always telling me how to bring up my children. I sometimes think that if they (have) children they (make) just as many mistakes as I do.

32. (At a cinema) Ann: Don't worry. They get married in the end. Mary: Then you've seen it before. If you (tell) me that we (go) to something else!

33. Be careful about the time. If you (spend) too long on the first question you (not have) enough time to do the others properly.

34. We had a lot of trouble putting the tent up. If it (not be) so windy perhaps it (not be) quite so difficult.

35. Ann (sitting beside her open fire): I love open fires; if I (have) nothing but a radiator to sit beside I (get) quite depressed.

36. Lucy, a student at a residential college: Couldn't I leave the hostel and get a flat, mother?

Mother: No, you couldn't. I know very well what (happen) if you (have) a flat. You (play) the guitar all night and (miss) your classes in the morning; then you (fail) your exams and (have) to repeat the year. And you (not feed) yourself properly and (get) run down. And then you (catch) some infection and (die) of it, and we (have) to leave this district as the neighbours (keep) saying that we had caused your death by letting you have your own way!

Exercise 13.

Read and translate into Russian:

Two persons living in holy matrimony, I should have said long before this, must avoid slipping into blasphemy, despond, apathy, and the subjunctive mood. A husband is always set on edge by his mate's

"Far be it from me" or "Be that as it may." This can lead to other ominous openings: "Would God that" and "Had I only had the good sense to" and the couple is then in the gloomy sub-cellar of the pluperfect subjunctive, a place in which no marriage can thrive. The safest place for a happily wedded pair is the indicative mood, and of its tenses the present is the most secure. The future is a domain of threats and worries, and the past is a wasteland of sorrows and regrets.

(James Thurber. *My Own Rules for a Happy Marriage*)

Exercise 14. Analyze the following sentences. State the form of the Subjunctive Mood and type of clause.

1. If you were in my place, would you want a lawyer?
2. What would happen to me if I never told anyone what I know?
3. We would look weak and desperate if we lost.
4. If he'd told the them, then they'd be sitting in the hall, don't you think?
5. If she didn't want your case she wouldn't have taken it.
6. What if he'd been caught with a beer?
7. It would be a shame if he were excluded from a conversation.
8. But if I were you, I'd sign this and get on the plane.
9. We wouldn't be here if you hadn't watched so many movies.
10. But if it hadn't happened, Mark, I never would've met you.
11. If he'd never met Reggie, and had not heard her lecture about being under oath and telling the truth, then he would simply say "No sir".
12. If a snake came out, it'd be cooked.
12. If we looked at a screen like this once a second for eight hours a day, it'd still take more than two years to look at the entire DNA strand. It's that big.
14. But I know it can't possibly be one of ours, for two reasons. First, the control procedures: our animals are counted by computer every few minutes, if one were missing, we'd know at once.
15. If there were any problem, we'd hear about it.
16. If you were going to start a bioengineering company, Henry, what would you do?
17. "Even if that were so," Arnold said, "the animals are too stupid to know that."

18. "You wouldn't say that," Lex said, "if you were in his stomach right now."

19. ...he was amused to find *The Times* reporting Red Army Day as respectfully as if it were the king's birthday.

20. He made a weary gesture with his hand, as if he were pushing it all out of the way.

21. "No, no." Weitzman shook his head crossly, as if Jericho were some dim student at the bottom of his class at Heidelberg.

22. He touched his moustache lightly and gave a faint smile of recognition, as if he were surprised to find it still in place.

23. He laughed and waved his hands as if he were conducting an imaginary choir.

24. Hester hadn't cared for the way he had said this, as if Jericho had somehow become the property of the state.

25. The cops exchanged looks as if this were a game.

26. There was no response to this, except a sudden shudder as if he were freezing.

27. Hardy was okay, not too bright, and he was making the mistake of talking to Mark as if he were five years old instead of eleven.

28. "I think so," he said with a frown, as if a migraine were upon him.

29. He sat close to her as if he needed protecting.

30. "I'll get the van ready," Trumann said officially as if the van were in fact Air Force One.

31. "We'll need local counsel, someone in Ord's office," Foltrigg said to Fink as if the decision had already been made.

32. Reggie entered the judge's office as if it were hers.

33. His mouth was open as if he were shocked at this daring interruption.

34. He stared in awe, as if he'd never seen it before.

35. We're afraid this kid might know something.

36. I suggest you do it quickly.

37. I suggest you leave the kid alone.

38. I suggest we meet again Monday at noon.

39. I wish we'd simply run away when we saw this car.

40. I just wish I could see her.

41. I just wish I understood what the urgency is.

42. I wish I had come back sooner, just to see him off.

43. I wish you would trust me, as you used to.

44. And then I made a great mistake. Yes, Frodo, and not the first; though I fear it may prove the worst.

45. I wish he had not kept the Ring. I wish he had never found it, and that I had not got it.

46. "I do really wish to destroy it!" cried Frodo. "Or, well to have it destroyed. I am not made for perilous wish I had never seen the Ring! Why did it come to me? Why was I chosen?"

47. "I wish I had waited for Gandalf," Frodo muttered. "But perhaps it would only have made matters worse."

48. "Jumped over the Moon!" chuckled Merry as he rolled himself in his blanket. "Very ridiculous of you, Frodo! But I wish I had been there to see."

49. I wish I had waited and explored the ground down here myself.

50. "I wish I had taken Elrond's advice," muttered Pippin to Sam.

51. He went through it once more, step by step, suddenly anxious there might be a flaw in his logic.

52. I suggest we stay here until he leaves the room.

53. The riches he had brought back from his travels had now become a local legend, and it was popularly believed, whatever the old folk might say, that the Hilt at Bag End was full of tunnels stuffed with treasure.

54. As far as I understand what you have said, I suppose I must keep the Ring and guard it, at least for the present, whatever it may do to me.

55. "We must make for the Road again," he said. "We cannot hope to find a path through these hills. Whatever danger may beset it, the Road is our only way to the Ford."

56. But however anxious their guides might be, it was plain that the hobbits could go no further that night.

57. Whatever she might have lacked in beauty — and in the blackout, who could tell? — she more than made up for in ardor.

58. Logic grunted and stared into the fire, and Jericho felt as though someone had laid a stone on his heart.

59. He felt as if he had been on a cross-country run. He was out of breath.

60. "And how long did that go on?" "Ten months." It was as if he had detonated a bomb.

61. He stared at Jericho. "From what you were saying, it sounds as though he couldn't have chosen any one thing more damaging to us."

62. He felt as though he had been tricked or robbed, but he couldn't work out how.

63. Wigram looked at him for a while, as if he were making up his mind about something.

64. Jericho felt as though he had been struck from behind by a car — not painfully, but terrifically hard.

65. And it seemed as if in recent years she had mostly worried about losing her looks.

66. It looked more and more as if Ellie had been correct; the nest was in the southern volcanic fields.

67. All the animals had vanished. It was as if they had never existed.

68. The hobbits sat still before him, enchanted; and it seemed as if, under the spell of his words, the wind had gone and the clouds had dried up, and the day had been withdrawn, and darkness had come from East and West, and all the sky was filled with the light of white stars.

69. At first Frodo felt as if he had indeed been turned into stone by the incantation.

70. His left arm was lifeless, and his side and shoulder felt as if icy claws were laid upon them.

71. "Well, it did not skewer me, I am glad to say," said Frodo; "though I feel as if I had been caught between a hammer and an anvil."

Structure Drills

Drill 1. Conditional sentences type 1 and time clauses.

A: You'll tell Tom, won't you?

(a) B: *Well, if I see him I'll tell him.*

A: What did you say?

(b) B: *I said if I saw him I'd tell him.*

Alternatively time clauses can be used:

A: You'll tell Tom, won't you?

(c) B: *Yes, I'll tell him as soon as he comes in.*

A: What did you say?

(d) B: *I said I'd tell him as soon as he came in.*

Note When there is a double object e. g. *You'll give* Peter *the message, won' t you?,* use *to* and change the object order: *Well, if I see him I'll give* it *to* him.

You'll... won't you?

1. ask Peter
2. thank John
3. pay Ann
4. remind Mary
5. warn the children
6. tell them
7. apologize to George
8. kiss him
9. congratulate them
10. invite her
11. discuss it with George
12. explain the situation to Mary
13. show Peter the photographs *(See note above.)*
14. give Ann the money *(See note.)*
15. recommend it to Alec
16. suggest it to Peter
17. offer Bill the money *(See note.)*
18. point it out to Bob
19. speak to Mary
20. hand Hugo this letter *(See note.)*

Drill 2. Conditional sentences: type 1.

A: Perhaps he'll refuse.

B: *Well, if he refuses please let me know.*

Keep noun objects unchanged.

Perhaps he'll...

1. complain.
2. ask for more money.
3. go on strike.
4. object.
5. make a fuss.
6. threaten me.
7. demand an explanation.

8. try to bribe me.
9. accuse me.
10. blame me.
11. refuse to co-operate.
12. want proof.
13. report me to the police.
14. take my passport away.
15. make conditions.
16. argue.
17. insist on a written agreement.
18. hi-jack my plane.
19. kidnap me.
20. shoot at me.

Drill 3. Conditional sentences: type 1.

A: Ann thinks Paul will probably start tomorrow.

B: But unless he starts today he'll be too late.

Ann thinks Paul will probably... tomorrow.

1. come
2. begin
3. decide
4. sign
5. apply
6. leave
7. send it
8. post it
9. tell us
10. set out
11. book the seats
12. pay
13. claim it
14. report it
15. arrive
16. enrol
17. go
18. accept
19. fly
20. arrange it

Drill 4. Conditional sentences: type 2.

A: I suppose I'll have to ask someone else to put me up.

B: *I'm afraid so. I'd put you up if I could but I can't.*

I suppose I'll have to ask someone else to...

1. meet me.
2. see me off.
3. help me.
4. wait for me.
5. keep me a place. *(Leave* **place** *unchanged.)*
6. show me the way. *(Leave* **way** *unchanged.)*
7. fix it for me.
8. translate it.
9. give me a lift. *(Leave* **lift** *unchanged.)*
10. carry it for me.
11. find me a job. *(Leave* **job** *unchanged.)*
12. go with me.
13. babysit.
14. take over.
15. do it.
16. arrange it for me.
17. drive me.
18. explain it to me.
19. show me how to do it.
20. advise me.

Drill 5. Conditional sentences: type 2.

A: He lives near his work so he's always in time.

B: If *I* lived near my work *I'd* always be in time too.

(Stress the subjects.) [should is also possible]

A: His case is light so he carries it himself.

B: If my case were light *I'd* carry it myself too. *(Stress my and «I».)*

A: Tom and his wife have a colour television so they stay at home in the evenings.

B: If *we* had a colour television *we'd* stay at home in the evenings too.

1. She is nice and slim, so she looks marvellous in tight jeans.
2. He has plenty of money, so he spends the winters abroad.

3. He works overtime, so he earns a lot of money.
4. His garden gets a lot of sun, so he can grow peaches.
5. He can ski, so he goes skiing at Christmas.
6. They use electric typewriters, so they finish early.
7. She knows a film director, so she gets good parts.
8. She gets two hours for lunch, so she goes to lunch-time concerts.
9. Both Jack and his wife work, so they can afford expensive holidays. (if we...)
10. He reads the newspapers carefully and always knows what's happening.
11. He runs round the park every morning, so he keeps very fit.
12. He travels first class, so he enjoys travelling.
13. Mrs Jones employs an au pair girl, so she can spend all day reading novels.
14. His alarm clock rings very loudly, so he always wakes up in time.
15. Her husband leaves the car at home, so she goes shopping in it.
16. They do their own decorating, so they save a lot of money, (if we...)
17. He belongs to a club, so he meets a lot of people.
18. He meets a lot of people, so he makes a lot of friends.
19. She has everything she wants, so she is perfectly happy.
20. He understands electricity so he does his own repairs.

Drill 6. Conditional sentences: type 2 using the continuous infinitive.

A: Tom's on holiday now; I expect he's sitting on the beach.

B: If I were on holiday I'd be sitting on the beach too. *(stress on both I's)*

(Technically **should** is the correct form here, but **would** ('d) is more often heard.)

Tom's on holiday now; I expect he's...

1. pony-trekking.
2. sailing.
3. gardening.
4. lying in a hammock.
5. fishing.
6. camping.

7. sight-seeing.
8. playing tennis.
9. swimming.
10. sitting on the beach.
11. sitting in a deckchair.
12. mowing the lawn.
13. skin-diving.
14. painting pictures.
15. watching a football match.
16. touring Italy.
17. buying antiques.
18. taking photographs.
19. sun-bathing.
20. driving along a motorway.

Drill 7. Conditional sentences: type 3.

A: Why didn't you pay Tom?

B: *You didn't tell me to. If you'd told me to, I'd have paid him of course.*

Why didn't you...

1. wait for Henry?
2. meet John?
3. thank James?
4. warn Mary?
5. remind the children?
6. invite Mr and Mrs Jones?
7. ring Margaret?
8. send the parcel?
9. phone the doctor?
10. write to George?
11. report it?
12. ask Billy?
13. propose Peter?
14. sack Tom?
15. look for Philip?
16. follow the man?
17. search the house?

18. vote for Donald?
19. stop the car?
20. oppose the new policy?

Drill 8. Conditional sentences: type 3.

(i) A: He didn't ask me to go.
B: *Would you have gone if he had asked you?* (slight stress on **had**)
(ii) A: He didn't ask me to open the letters.
B: *Would you have opened them if he had asked you?*
(iii) A: He didn't ask me to send him the papers.
B: *Would you have sent them to him if he had asked you?* (Note word order.)

He didn't ask me to...

1. wait for him.
2. help him.
3. see him off.
4. show him my notes. *(See (iii) above.)*
5. lend it to him.
6. paint his portrait.
7. open the safe.
8. photograph the documents.
9. iron his shirts.
10. write to him.
11. explain.
12. pay.
13. move the car.
14. do it again.
15. type the report.
16. give him the key. *(See (iii) above.)*
17. change my plans.
18. keep it a secret.
19. marry him.
20. contribute.

Drill 9. Conditional sentences: type 3.

(a) A: I didn't feel well; that's why I didn't go with him.
***B:* So if you'd felt well you'd have gone with him, would you?**
1. I hadn't the paper qualifications so I didn't get the post.

2. I didn't do the last question so I didn't pass.
3. I didn't know his number so I didn't ring him.
4. I didn't take his threats seriously so I didn't tell the police.
5. He didn't finish the job so I didn't pay him.
6. I didn't realize he was ill so I didn't give him the day off.
7. My gun wasn't loaded so I didn't fire.
8. My wife didn't encourage me, that's why I didn't get to the top.
9. They didn't give me a work permit so I didn't stay here.
10. I didn't hear him knocking so I didn't open the door.

(b) A: He didn't tell me the lions were loose, so I left the car.
***B:* So if he had told you the lions were loose you wouldn't have left the car, eh?**
1. I didn't know I was overdrawn so I gave them a cheque.
2. I wasn't given correct information so I arrived at a false conclusion.
3. They didn't shut the loading door properly; that's why the plane crashed.
4. He didn't love her; that's why he deceived her.
5. I didn't know the whole story so I blamed Tom.
6. They hadn't enough lifeboats; that's why there was such loss of life.
7. He couldn't swim; that's why he was drowned.
8. He didn't tie up the boat so it drifted away.
9. I didn't realize the lion was dangerous so I opened the cage.
10. I didn't expect him to ring back at once so I went out.

Drill 10. I wish+ past tense/If only+ past tense.

a) A: Can you type?
B: *No I can't. I wish I could.* (Or: *If only I could!)*

The **if only** form is much more dramatic and less generally useful than the **I wish** form.

1. Is she flying?
2. Can you drive a car?
3. Do you know where we are?
4. Have you got a map?
5. Are your children with you?
6. Does he come straight home after work?

7. Are your students interested in languages?
8. Is it your weekend off?
9. Can you understand this notice?
10. Have you done your packing?

(b) A: Do they eat sweets between meals?
B: *Yes, they do. I wish they didn't.* (Or: *If only they didn't.*)
A: Need/Must you go?
B: *Yes, I must. I wish I didn't have to.*
Use **didn't have to** to express negative obligation.
1. Are your friends leaving tomorrow?
2. Does he smoke in bed?
3. Must you start tomorrow?
4. Are they selling their house?
5. Do they want to emigrate?
6. Have you signed the contract?
7. Is he going out tonight?
8. Need you appear in court?
9. Have you posted the letter?
10. Must you do military service?

Drill 11. I wish+ past tense/If only+ past tense.
A: I'm going by air.
B: *I wish I was going by air.* (stress on the second "I")
A: I've passed my test.
B: *I wish I'd passed my test.* (stress on the second **"I"** and on **my**)
or *If only I was going by air! If only I had passed my test!*
(This form is much more dramatic and less generally useful than the *I wish* form.)
Keep nouns unchanged.
1. I have a flat here.
2. I know five languages.
3. I live near my work.
4. I can park outside my office.
5. My case is quite light.
6. I'm getting thinner.
7. I have six weeks' holiday a year.
8. My son writes every week.

9. My boss hands out free theatre tickets.
10. I've worked hard all the year.
11. I get the weekends off.
12. I have plenty of time for reading.
13. My neighbours are very quiet.
14. I get a bonus at Christmas.
15. I find it easy to concentrate.
16. I understand it.
17. I can take a day off any time.
18. I've saved $100.
19. My house looks out on a park.
20. My parents give me an allowance.

Drill 12. I wish+ past perfect and If only+ past perfect.
(a) A: I asked Bill.
B: *I wish you'd asked Tom too.* (*had* is normally contracted here.)
or: *If only you'd asked Tom too!*
1. I paid Jack.
2. I invited Paul.
3. I scolded Peter.
4. I stopped Mary.
5. I rang Ann.
6. I wrote to Alec.
7. I voted for Bill.
8. I suggested Arthur.
9. I spoke to John.
10. I warned Philip.

(b) A: I only left an umbrella.
B: *I wish you hadn't left anything* (slight stress on **anything**)
or: *If only you hadn't left anything!* (slight stress on **anything**)
A: I only paid the guide.
B: *I wish you hadn't paid anyone* (slight stress on **anyone**)
or: *If only you hadn't paid anyone!* (slight stress on **anyone**)
I only...
1. said a few words.
2. ate a few nuts.
3. drank half a glass of wine.

4. tipped the porter.
5. gave 10p.
6. signed the bill.
7. photographed the entrance.
8. admitted one thing.
9. took an apple.
10. told Andrew.

KEYS

Exercise 1.

1. will give 2. stand 3. eats 4. will telephone 5. will arrest 6. reads 7. will steal 8. doesn't open 9. washes 10. needs 11. don't go 12. makes 13. is 14. hears 15. will make 16. will bury 17. won't be 18. doesn't start 19. won't let *or* don't let (habit) 20. goes 21. sells 22. will you repay 23. rises 24. works 25. turns/will turn 26. burns 27. don't like 28. will have 29. see 30. will you promise 31. don't believe 32. likes 33. will make 34. shan't/won't be able 35. knows 36. ring

Exercise 2.

1. would type 2. knew 3. would look 4. played 5. wouldn't make 6. were 7. had 8. would you visit 9. gave 10. would buy 11. cleaned 12. would you be able 13. didn't belong 14. won 15. would you do 16. knew 17. gave 18. stopped 19. wouldn't come 20. saw 21. would/should be 22. would not be bitten 23. had 24. did 25. would grow 26. removed 27. would keep 28. lived 29. banned/were to ban 30. would offer 31. got 32. painted 33. changed 34. would you spend 35. had 36. wasn't

Exercise 3.

(**should** in the following answers may be replaced by **would**; contractions may be used in the affirmative and negative.)

1. should have visited 2. would have won 3. had arrived 4. had been 5. should have been 6. had not seen 7. would have fallen 8. would you have accepted 9. had had 10. had known 11. should have offered 12. would not have stung 13. had realized 14. should have stopped 15. should have reached 16. should not have lent 17. had not sneezed 18. had put 19. would not have got 20. would not have tried 21. had

spoken 22. would not have been 23. had known 24. had tried 25. would not have got 26. would not have put 27. had been 28. would have come 29. would not have turned 30. had looked 31. would have been captured 32. had tried 33. should have taken 34. would have saved 35. had not called 36. would not have burnt

Exercise 4.

(In the affirmative and negative **shall** and **should** can be replaced by **will** and **would** respectively; and contractions may be used. **should** in sentences 1, 7, 11 however does not change.)

1. find/should find 2. shall have 3. will happen 4. had had 5. will you stay 6. would you choose 7. gets/should get 8. comes 9. will sit 10. didn't talk 11. shall/should I do 12. had read 13. had 14. shall go 15. would you do 16. run 17. will not be 18. comes 19. would not have 20. had worn 21. leaves 22. will fall 23. don't change 24. should not have bought 25. hung 26. would be able to/could 27. should have brought 28. would have been 29. would not have printed 30. should not buy 31. want 32. won't be 33. would jump 34. would answer 35. had made 36. had known

Exercise 6.

1. find, will give 2. smoke, will/may object 3. put, will crack 4. see 5. wins, will get, comes, will get 6. feel 7. wants, will have 8. have finished 9. stands, will capsize 10. isn't working, will have 11. doesn't go 12. hear 13. will get 14. leaves, will be 15. freezes, will be 16. don't take, will have 17. takes, will have 18. don't feel/aren't feeling 19. brakes, will/may skid 20. like, will get 21. would like 22. growls 23. isn't working 24. don't know 25. refuses 26. won't/doesn't help 27. are going 28. do you employ 29. will be 30. hate, don't you change 31. don't want 32. hear 33. will see 34. rings/should ring 35. reach/should reach 36. would care, will send

Exercise 7.

Part 1

Drill ("What'll happen if ..." is normally replaceable by "What'll you do if" and vice versa. These are possible answers only.) 1. What'll you do if he doesn't pay you tonight? 2. What'll you do if you don't get a permit? 3. What'll you do if you don't pass? 4. What'll you do if

Exercise 7.

he refuses? 5. What'll happen if he chooses Smith? 6. What'll you do if you can't find a cheap room? 7. What'll happen if it doesn't open? 8. What'll happen if I forget it? 9. What'll happen if they don't believe me? 10. What'll you call it if it's a boy? 11. What'll happen if we don't get a lift? 12. What'll happen if it isn't clear of fog? 13. What'll happen/How long will it take if he doesn't help us? 14. What'll happen if he isn't at home?/What'll we do if ...? 15. What'll we do if the ice isn't thick enough? 16. What'll happen/What happens if you walk on them when the tide is coming in? 17. What'll we do if it's wet? 18. What'll we do if we (do) have another puncture?

Part 2

1. If you like I can get 2. If you like I'll ask 3. If you like I'll bring the photographs 4. If you like I'll give 5. If you like you can watch 6. If you like I'll arrange a helicopter trip 7. If you like I'll knit you one 8. If you like you can borrow 9. If you like I'll come 10. If you like I'll ask Ann 11. If you like I'll get you an application form 12. If you like I'll go with you 13. If you like I'll paint 14. If you like you can leave 15. If you like we'll postpone 16. If you like I'll ask him 17. If you like I'll arrange for you to meet the President 18. If you like we'll go sailing

Exercise 8.

(First person **would** is normally replaceable by **should** except in sentences 8, 9, 22.)

1. gave, would sell. 2 woke, would have 3. went, would pine 4. went, would lose 5. said, would you do 6. worked, would finish 7. would happen, blew 8. saw, would climb; would not be, would climb 9. came, would call 10. threw, would have 11. asked, would he say 12. would be; would probably start 13. rang, would be 14. saw, would assume 15. would have, were/was 16. rushed, would get 17. bought, would lose 18. had, would bring 19. did, would not be 20. were/was, would still be 21. were/was, wouldn't be staying/wouldn't stay 22. had, would drink 23. drank, would soon get 24. were/was, would not be playing 25. would you go, did 26. kept, would not be running/would not run 27. was/were, would not be sitting 28. heard, didn't you answer 29. typed, would be 30. had 31. had, would now be sitting 32. would be, would kindly sign 33. stopped, would all fly 34. would still be 35. was, didn't you change 36. won, would be writing/would write

Exercise 9.

(The following are possible answers but not the *only* possible answers.)

1. If she wasn't/weren't so shy she would enjoy 2. If he took more exercise he would be healthier 3. If I had the right change we could 4. If they spoke English to her, her English would/might improve 5. If he worked overtime he would 6. If my number was/were in the directory people would ring 7. If the police were armed we would/might have gun battles 8. If the shops delivered, life would be easier/less difficult 9. If he wasn't/weren't so thin he mightn't feel/If he was/were fatter, etc. 10. If we had matches we could light 11. If we had a steak we could cook it 12. If I wasn't/weren't so fat I could/would be able to 13. If I asked him he might help 14. If I could drive we could/would be able to take the car 15. If we had a ladder we could 16. If I were you I should/would sell it 17. If I had more time I'd read more 18. If they cleaned the windows the rooms would look brighter 19. If he polished his shoes he'd look smarter 20. If he paid his staff properly they might work better 21. If we had central heating the house would be warmer 22. If I had a dog I wouldn't mind being alone 23. If he didn't spend hours watching television he would have time 24. If I had a vacuum cleaner I'd be quicker 25. If I knew his address I could write 26. If he shaved he'd look more attractive 27. If you worked more slowly you wouldn't make 28. If I could park near my office I'd come by car 29. If I lived nearer the centre I wouldn't always be late 30. If I had a map I could direct 31. If people drove more slowly there wouldn't be 32. If English people spoke more slowly I might/might be able to understand 33. If my house wasn't/weren't guarded by two Alsatian dogs it would be broken into 34. If the flats were clearly numbered it would be easier to find people 35. If you wiped your feet you wouldn't make muddy marks 36. If I didn't live near my office I'd spend a lot of time

Exercise 10.

(Sometimes **would** below is replaceable by **might** or **could.**)

1. had not taken, wouldn't have got 2. had paid, wouldn't have been 3. had told, would have cooked 4. had had, would have been 5. had known, would have lent 6. hadn't had, would have fallen 7

had realized, wouldn't have accepted 8. hadn't taken 9. had been lit 10. hadn't rung 11. had waited, would have seen 12. wouldn't have been, hadn't knocked 13. had patented, would have made 14. had had, would not have been 15. had told, would have agreed 16. had been, would have been able 17. had been, would have been launched 18. had known, wouldn't have thrown 19. had known, would have brought; would have enjoyed 20. would have attended 21. would have refused, had offered 22. wouldn't have known, hadn't told 23. had read, would have refused 24. had been playing, would certainly have heard 25. would you have done 26. hadn't rained, would have been 27. had been waiting 28. had used, would have lit 29. hadn't been wearing, should/would have recognized 30. had known, would have backed 31. had been, would have phoned 32. had turned 33. had played, would have had 34. had booked, would have had 35. had been, would not have been 36. had held, would not have been

Exercise 11.

(These are possible answers but not the *only* possible answers.)

1. If I had seen the signal I would have stopped 2. If I'd known your number I would have rung 3. If she had known you were in hospital she would have visited 4. If there had been taxis we would have taken one 5. If she hadn't been so shy she might have spoken 6. If she hadn't threatened to set fire to her flat I wouldn't have asked 7. If we'd had time we'd have visited 8. If the lift had been working I wouldn't have come up the stairs 9. If we had listened carefully we mightn't have made 10. If we hadn't got a lift we shouldn't/wouldn't have reached 11. If you hadn't washed it in boiling water it wouldn't have shrunk 12. If we hadn't been using an out-of-date timetable we shouldn't/wouldn't have missed 13. If his own men hadn't deserted him he wouldn't have failed 14. If they hadn't been driving so quickly the accident wouldn't have been 15. If it hadn't been raining I would have taken 16. If I'd known that in summer etc. I wouldn't have bought 17. If Tom's father hadn't been on the Board he wouldn't have got 18. If he'd been looking where he was going he wouldn't have been run over 19. If I'd been brought up in the country I might like country life 20. If I'd known he was so quarrelsome I wouldn't/shouldn't have invited him 21. If it hadn't rained all the time he might have enjoyed

his visit 22. If I'd worked hard at school I would/should/might have got a good job 23. If they hadn't used closed-circuit television they wouldn't/mightn't have spotted 24. If he'd been wearing a shirt they wouldn't have asked him to leave 25. If the streets had been clearly marked it wouldn't have taken us so long 26. If we'd had enough money we would/should have gone by air 27. If you'd put your hand up the bus would have stopped 28. If he hadn't turned up looking so disreputable they would have given him 29. If I'd known how thin the ice was I wouldn't/shouldn't have been walking 30. If he had taken the fight seriously from the beginning he might have won 31. If they hadn't paid the ransom at once they wouldn't have got 32. If he had read the passage more slowly the candidates would have understood 33. If they'd been wearing life-jackets they mightn't have been drowned 34. If his wife had encouraged him he might have got 35. If the exit doors hadn't been blocked people would have been able to escape/could have escaped 36. They would have walked further if they hadn't been hampered by *or* But for the thick dust they would have walked further

Exercise 12.

(First person **would** is normally replaceable by **should.)**

1. stays, will be/should be 2. didn't know, wouldn't/couldn't understand 3. hadn't got, would/might have come; wouldn't have been 4. knew, did you take 5. were not 6. had not been, would not have cheered 7. had not cheered, would not have run 8. had not run, would not have crashed, would not have been 9. returns/should return 10. why don't you sell/why not sell; had, would sell 11. didn't know, did you offer; would refuse 12. leaves, will/may steal 13. wore, would see 14. hadn't loved, would not have waited 15. had looked, would have been 16. start, will the village people resist 17. would you like 18. won't be able; can't, can't 19. would have been, had become 20. had gone, would be 21. had, would make 22. had known, would have brought 23. bathed, would be 24. stood, would all see, would be 25. were, would get 26. do, please remind/would you please remind 27. would have realized 28. had admitted, would not have been 29. had, would grow; would be 30. had known, would have stayed 31. had, would make 32. had told, would/could have gone 33. spend, won't have 34.

hadn't been, mightn't have been 35. had, would get 36. would happen, had; would play, (would) miss, would fail, (would) have; would not feed, would get; would catch, (would) die, would have, would keep.

Structure Drills

Drill 1. (a) Each answer begins *Well, if I see him I'll...*

(b) Each answer begins *I said if I saw him I'd...* Otherwise (a) and (b) answers are the same.

1. ask him 2. thank him 3. pay her 4. remind her 5. warn them 6. tell them 7. apologize to him 8. kiss him 9. congratulate them 10. invite her 11. discuss it with him 12. explain it to her 13. show them to him 14. give it to her 15. recommend it to him 16. suggest it to him 17. offer it to him 18. point it out to him 19. speak to her 20. hand it to him

(c) Each exercise has the form *Yes I'll... as soon as he comes in.* Otherwise the answers are as given for (a) and (b) above.

(d) Each answer has the form: *I said I'd... as soon as he came in.* Otherwise the answers are as given for (a) and (b) above.

Drill 2. Each answer has the form *Well, if he... please let me know.*

1. complains 2. asks for more money 3. goes on strike 4. objects 5. makes a fuss 6. threatens you 7. demands an explanation 8. tries to bribe you 9. accuses you 10. blames you 11. refuses to co-operate 12. wants proof 13. reports you to the police 14. takes your passport away 15. makes conditions 16. argues 17. insists on a written agreement 18. hi-jacks your plane 19. kidnaps you 20. shoots at you

Drill 3. Each answer has the form *But unless he... today he'll be too late.*

1. comes 2. begins 3. decides 4. signs 5. applies 6. leaves 7. sends it 8. posts it 9. tells us 10. sets out 11. books them 12. pays 13. claims it 14. reports it 15. arrives 16. enrols 17. goes 18. accepts 19. flies 20. arranges it

Drill 4. Each answer has the form *I'm afraid so. I'd... if I could but I can't.*

1. meet you 2. see you off 3. help you 4. wait for you 5. keep you a place 6. show you the way 7. fix it for you 8. translate it for you 9. give you a lift 10. carry it for you 11. find you a job 12. go with you 13. babysit 14. take over 15. do it 16. arrange it for you 17. drive you 18. explain it to you 19. show you how to do it 20. advise you

Drill 5. (*I/we should* can replace *I'd/We'd.*)

1. If I were nice and slim I'd look marvellous in tight jeans too 2. If I had plenty of money I'd spend the winters abroad too 3. If I worked overtime I'd earn a lot of money too 4. If my garden got a lot of sun I could grow peaches too 5. If I could ski I'd go skiing at Christmas too 6. If we used electric typewriters we'd finish early too 7. If I knew a film director I'd get good parts too 8. If I got two hours for lunch I'd go to lunch-time concerts too 9. If we both worked we could afford expensive holidays too 10. If I read the newspapers carefully I'd know what was happening too 11. If I ran round the park every morning I'd keep very fit too 12. If I travelled first class I'd enjoy travelling too 13. If I employed an au pair girl I could spend all day reading novels too 14. If my alarm clock rang very loudly I'd always wake up in time too 15. If my husband left the car at home I'd go shopping in it too 16. If we did our own decorating we'd save a lot of money too 17. If I belonged to a club I'd meet a lot of people too 18. If I met a lot of people I'd make a lot of friends too 19. If I had everything I wanted I'd be perfectly happy too 20. If I understood electricity I'd do my own repairs too

Drill 6. Each answer has the form *If I were on holiday I'd be+* participle+ rest of sentence+ *too,*

e. g. *If I were on holiday now I'd be pony-trekking too.*

Drill 7. Each answer has the form *You didn't tell me to. If you'd told me to, I'd have... of course.*

1. waited for him 2. met him 3. thanked him 4. warned her 5. reminded them 6. invited them 7. rung her 8. sent it 9. phoned him 10. written to him 11. reported it 12. asked him 13. proposed him 14. sacked him 15. looked for him 16. followed him 17. searched it 18. voted for him 19. stopped it 20. opposed it

Drill 8. Each answer has the form *Would you have... if he had asked you?*

1. waited for him 2. helped him 3. seen him off 4. shown them to him 5. lent it to him 6. painted it 7. opened it 8. photographed them 9. ironed them 10. written to him 11. explained 12. paid 13. moved it 14. done it again 15. typed it 16. given it to him 17. changed them 18. kept it a secret 19. married him 20. contributed

Drill 9. (a) Each answer begins *So if...* and ends: *would you?*

1. you'd had the paper qualifications, you'd have got the post 2. you'd done the last question, you'd have passed 3. you'd known his number, you'd have rung him 4. you'd taken his threats seriously, you'd have told the police 5. he'd finished the job, you'd have paid him 6. you'd realized he was ill, you'd have given him the day off 7. your gun had been loaded, you'd have fired 8. your wife had encouraged you, you'd have got to the top 9. they'd given you a work permit, you'd have stayed here 10. you'd heard him knocking, you'd have opened the door

(b) Each answer begins *So if...* and ends: *eh?*

1. you had known you were overdrawn, you wouldn't have given them a cheque 2. you had been given correct information, you wouldn't have arrived at a false conclusion 3. they had shut the loading door properly, the plane wouldn't have crashed 4. he had loved her, he wouldn't have deceived her 5. had known the whole story, you wouldn't have blamed Tom 6. they had had enough lifeboats, there wouldn't have been such a loss of life 7. he had been able to swim, he wouldn't have been drowned 8. he had tied up the boat, it wouldn't have drifted away 9. you had realized the lion was dangerous, you wouldn't have opened the cage 10. you had expected him to ring back at once, you wouldn't have gone out

Drill 10. *(Was* is replaceable by *were.)*

(a) 1. No, she isn't. I wish she was 2. No, I can't. I wish I could 3. No, I don't. I wish I did 4. No, I haven't. I wish I had 5. No, they aren't. I wish they were 6. No, he doesn't. I wish he did 7. No, they aren't. I wish they were 8. No, it isn't. I wish it was 9. No, I can't. I wish I could 10. No, I haven't. I wish I had

(b) 1. Yes, they are. I wish they weren't 2. Yes, he does. I wish he didn't 3. Yes, I must. I wish I didn't have to 4. Yes, they are. I wish they weren't 5. Yes, they do. I wish they didn't 6. Yes, I have. I wish I hadn't 7. Yes, he is. I wish he wasn't 8. Yes, I must. I wish I didn't have to 9. Yes, I have. I wish I hadn't 10. Yes, I must. I wish I didn't have to

Drill 11. Each answer begins *I wish...* *(Was* is replaceable by *were.)*

1. I had a flat here 2. I knew five languages 3. I lived near my work 4. I could park outside my office 5. my case was quite light 6. I was getting thinner 7. I had six weeks' holiday a year 8. my son wrote every week 9. my boss handed out free theatre tickets 10. I'd worked hard all the year 11. I got the weekends off 12. I had plenty of time for reading 13. my neighbours were very quiet 14. I got a bonus at Christmas 15. I found it easy to concentrate 16. I understood it 17. I could take a day off any time 18. I'd saved J100 19. my house looked out on a park 20. my parents gave me an allowance

If only answers are exactly the same but require a more dramatic tone of voice.

Drill 12. (a) Each answer has the *form I wish you'd... Tom too.* or: If only you'd...

1. paid 2. invited 3. scolded 4. stopped 5. rung 6. written to 7. voted for 8. suggested 9. spoken to 10. warned

(b) Each answer begins *I wish you hadn't...* or: *If only you hadn't...*

1. said anything 2. eaten anything 3. drunk anything 4. tipped anyone 5. given anything 6. signed anything 7. photographed anything 8. admitted anything 9. taken anything 10. told anyone

НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА

THE PARTICIPLE

Exercise 1. Insert Participle I or II in the necessary form.

1) She pampered her father constantly, ___ his favourite teas, ___ his favourite meals for him, ___ menus, and ___ flowers that she knew would please him. (to bring, to order, to plan, to cut). (D.Steel) 2) He was conscious of how a doctor is ___ to pull himself together when ___ (to oblige, to call upon). (M.Spark) 3) My return to the living room was unreservedly ___ by my one ___ guest - whom I'd forgotten. (to hail, to remain) (J.Salinger) 4) ___ such a unique opportunity, Monroe attempted to explain the high point of true religion (to seize) (C.Frazier) 5) ___ he might find some feeling of kinship with the outcasts, Inman entered the camp ___ his empty hands out to his sides (to think, to hold). (C.Frazier) 6) The hair was yellow like that of a circus kewpie doll, the face heavily ___ and ___ , as though to form an abstract mask (to powder, to rouge). (R.Ellison) 7) He telephoned the police, who, ___ the scene of the accident, confirmed the doctor's guess at what must have happened (to examine). (M.Stewart) 8) He always had the impression in her flat that there were secrets from him ___ about everywhere, on shelves and on tables, even ___ under the sofa (to lie, to push away). (G.Greene) 9) A Junior Minister had referred to the matter briefly when ___ in a television discussion (to question). (G.Greene) 10) The house had stood empty for years. ___ it, and in ___ contrast, were the two farm cottages (to adjoin, to hearten). (M.Stewart)

Exercise 2. State the form and the function of Participle I and II.

1) I was standing on the hearth, almost into the chimney, hunched over the fire, working my bare toes slowly on the warm stone. (R.P.Warren) 2) There was a fat album filled with photographs mounted on black pages soft as lawn handkerchiefs. (P.Landers) 3) The girls were wearing matching black velvet evening suits with little ermine wraps and collars. (D.Steel) 4) Then, having agreed to meet somehow, he took her back into the tent, and from there to the drawing-room. (D.Steel) 5) She always spoke her thoughts and comments into the distance, as if passing information to her dead husband. (M.Spark)

6) So he rose and dressed and sat in a ladderback chair, putting the gloomy room of beds and their broken occupants behind him. (C.Frazier) 7) Being spoiled in the truest sense of the word, Nick had early succumbed to what his Aunt Emma called "corruption". (M.Stewart) 8) Separated by a lavender swing-door from the other customers, who were being gratified in other booths, she could give her curiosity its freedom. (E.Welty) 9) Having sent out invitations by telephones from the airport Doctor Plarr waited for his two guests on the terrace. (G.Greene) 10) Feeling somewhat absolved of what I meant to do, I took the casket up to the altar steps. (M.Stewart) 11) I had a hypochondriac's notion that I was getting a strep throat. (J.Salinger) 12) Then, still coiled, she made a fist and drove it into the matress. (L.Spencer) 13) He was tough in his manner, as if once having been nearly disembodied he was not going to let it happen again. (M.Spark) 14) What would happen if she had to face their «judge» unaided? (L.Spencer) 15) Compared with the rest of the house this was a bleak, untidy, almost schoolboy's room. (M.Spark)

Exercise 3. Point out the Objective and the Subjective Participial Constructions. Translate the sentences into Russian.

1) As Victoria crossed the room to return to Toby she saw him looking extremely confused. (D.Steel) 2) The doctor could be heard, above their voices, organising the children into the room leading off the big one. (M.Spark) 3) I had never known this banqueting hall used, except to show. (M.Stewart) 4) Sarah was seen diligently writing in her notebook. (L.Spencer) 5) Gruber left his customer installed in the private section of his shop. (G.Greene) 6) When I came out of the gap in the hedge into the road, I saw him sitting on his mare. (R.P.Warren) 7) I had only to pay my bill at the Hog and Oak and get my things brought over here. 8) Julia heard old Mr.Nixon shouting at the squirrels in his bird-feeding station. (S.Brown) 9) Billy was seen talking to Kurt the journalist, with the girl standing alertly by. (M.Spark) 10) Even when she felt the letters being taken out of her hands, she looked at Billy as if anxious not to miss the least flicker of expression. (M.Spark)

Exercise 4. Point out the Nominative Absolute Participial Construction and the Prepositional Absolute Participial Construction. State their functions.

1) He could see clearly the image he now presented with his arms spread over the steering wheel and his head buried in them for love. (J.Cheever) 2) The boys groped about like blind, cautious crabs, their heads pulled in short against their shoulders, their arms stretched nervously before them. (R.Ellison) 3) They endured this procedure silently, Sylvia sitting on the side of the hospital bed. (D.Leavitt) 4) When I opened the door there he was, his full lips moving a little in his thin pale face. (P.Landers) 5) At breakfast we watched each other from over the rims of our coffee cups, the black kitten weaving between our ankles. (P.Landers) 6) Men sat at benches, legs stretched in front of them. (P.Landers) 7) She sat watching the red light with impatience, one hand tapping the wheel, the other pushing back the long hair. (M.Stewart) 8) That done, I locked William's books away in the drawer. (S.Brown) 9) It was a room about thirty feet by eighteen, with three long windows looking out on the strip of lawn. (M.Stewart) 10) He sat quietly, watching me, with the gold-rimmed bifocals winking on his broad pale face. (D.Leavitt)

THE GERUND

Exercise 5. Insert the appropriate form of the gerund.

1) That morning surprised him, for it brought to mind a lost memory of ___ in school (to sit) (C.Frazier) 2) ___ to the minority opinions is always interesting (to expose) (M.Spark) 3) Inspite of ___ the dubious Whitticombs, who had actually accepted by then, they were all looking forward to their party (to invite) (D.Steel) 4) What has happened to us as a family can't be changed by ___ whatever guilt there is (to apportion). (M.Stewart) 5) I could remember ___ to turn one of the big globes while my father told me about the countries (to allow). (M.Stewart) 6) Perhaps ___ in the open air was a habit he had acquired from his father (to read). (G.Greene) 7) There was one particular possibility, at this hour on this day, of ___ (to trouble). (G.Greene) 8) The rain fell aslant, coming at their faces so that the top of the carriage did little good in ___ them from it. (to shelter) (C.Frazier) 9) ___ the

office with unstinting efficiency was a matter of pride for Janellen (to manage). (S.Brown) 10) The girls were two years older, and they were somewhat used to ___ a sensation in public (to cause). (D.Steel)

Exercise 6. State the function of the gerund.

1) Saying he no longer matched that image didn't tell Ada much. (C.Frazier) 2) This business of carrying hats halfway around the world to sell made no sense to her. (C.Frazier) 3) I couldn't quite match grins with him. I remember patting him on the shoulder, though. (J.Salinger) 4) She remembered meeting them, and thought it would be fun seeing them again. She loved entertaining for her father. (D.Steel) 5) There the doctor could see all that went on without being noticed himself. (G.Greene) 6) There was certainly no way of pretending to anyone in the family that Victoria had influenza. (D.Steel) 7) I am now about to quit cataloguing, but I can't do so quite at this point without citing what I think was his most trying personal characteristic. (J. Salinger) 8) Oddly, however, by depending, he had made her independent. (L.Spencer) 9) That old English teacher adopted the title of doctor without ever having seen the inside of a university. (G.Greene) 10) Playing with her baubles served as a meditation and consolation in her life. (N.Thayer) 11) On leaving, they found the side door was posted with a waiting crowd. (M.Spark) 12) She kept seeing his face with the knuckles battering it, feeling anew the horror. (L.Spencer) 13) When I finished setting it my father was full of praise and he asked me how I had done it so fast. (L.Spencer) 14)The book he was reading had the effect of settling his mind. (C.Frazier) 15) Being interviewed was not something young Freeman favoured. (L.Spencer)

Exercise 7. Point out the Gerundial Constructions and state their functions. Translate the sentences into Russian.

1) Without saying a word about Victoria having disappeared, Olivia silently closed the door. (D.Steel) 2) Mr. Pinkey's having extracted the customary five percent for the bank's fee didn't matter to her. (L.Spencer) 3) In spite of its having been a port of call for almost every ship that has crossed the ocean since sometime in the XIV century, the town is still small and charming. (M.Stewart) 4) The only sound was the tick of old wood settling in the night. (M.Stewart) 5) Sarah's having overindulged was obvious to

everybody. (L.Spencer) 6) There were accounts of lots being purchased on Monday and by Saturday holding frame buildings open and stock for business. (L.Spencer) 7) Then I became aware of the clarinet playing and the big shots yelling at us. (S.Brown) 8) It might not look good, his jailing her without legal counsel. (L.Spencer) 9) After his having created the role she began to agree with whatever he said about it. (M.Spark) 10) Mrs. Granger listened to my boasting about what we had done and dared that day at school in the village. (S.Brown)

Exercise 8. Point out the gerund, the participle and the Predicative Constructions and state their functions.

1) Without saying a word about Victoria having disappeared, Olivia silently closed the door. (D.Steel) 2) The hall was very dark, and being a frugal woman, she did not keep a bulb in the hall light. (M.Spark) 3) They are always on the point of seeing before them the girl tied to the rails, her hair spread around her, her hands uplifted to her head. (M.Spark) 4) The burden of carrying on a conversation fell to Janellen, and it was an exhausting challenge. (S.Brown) 5) Faintly I could hear him cursing the trees as he passed them, giving each a lick with his heavy walking cane. (P.Taylor) 6) The heads of grasses were turning yellow from need of cutting. (C.Frazier) 7) She was trying to teach me to smile, spreading the muscles around my mouth with her fingers. (J.Salinger) 8) Engrossed by the strangeness of the sight, I watched him, still far off, coming along the path by the edge of the woods. (R.Warren) 9) With our black cat curled in my lap, I sat sipping coffee in the moving air from the windows. (P.Landers) 10) The man was tininess itself, surely being not more than four nine or ten and without being either a nudget or a dwarf. (J.Salinger) 11) The Ashleys have always had a talent for retaining what they wanted to retain, while adapting immediately and without effort to the winning side. (M.Stewart) 12) Herr Gothard told me about it, sitting in his big consulting room with the picture window framing the prospect of rolling pastures. (M.Stewart) 13) Now, with the deep voice of the magistrate beating above the hum of public sensation, she looked at him again. (M.Spark) 14) There they found Annabel suitably arranged, with her neighbours now suddenly silent,

sitting and standing around her with folded arms. (M.Spark) 15) She looked embarrassed, and made quite a little business of picking up a cigarette box, offering me one, then taking one herself and lighting it. (M.Stewart)

THE INFINITIVE

Exercise 9. Insert the appropriate form of the infinitive.

1) Those people, if they didn't have a standing permission from my father, always stopped ___ permission ___ the farm (to ask, to cross). (R.Warren) 2) I just can't stand ___ somebody get away with absolute murder (to see). It makes my blood ___ (to boil). (J.Salinger) 3) The letter could ___ the week past, or it might ___ three months old (to write, to be). (C.Frazier) 4) They pretended ___ that they were too old ___ as a danger by the Nazi state (to believe, to regard). (G.Greene) 5) It amused him ___ her sitting upright at the end of the table like a hostess (to watch). (G.Greene) 6) I suppose that when we were children we must both ___ and ___ mistakes (to stumble, to make). (M.Stewart) 7) No rules of the house were likely ___ against Gustavo (to enforce). (G.Greene) 8) My first impulse was ___ some excuse and ___ on my way, but something made me ___ (to make, to go, to hesitate). (M.Stewart) 9) She unlocked the door to her workroom and saw her loot waiting ___ by her skills (to transform). (N.Thayer) 10) Often it was worse ___ in than ___ standing awkwardly out in the yard (to ask, to leave). (C.Frazier)

Exercise 10. State the function of the infinitive.

1) There was too much open ground to feel good about walking by day. (C.Frazier) 2) All Olivia wanted now was to see her sister and her father become the people they had been. (D.Steel) 3) She had lived so long as to have achieved a state of near transparency. (C.Frazier) 4) Now she had to be sold into slavery to a man she didn't care about, to be punished. (D.Steel) 5) There are parts of one's life that are, and ought to remain, private. Whatever else was to be spoken about is my affair. (M.Stewart) 6) These noble and uncommunicative characters seemed to him too simple and too heroic to have had living models. (G.Greene) 7) When he felt an urgent need to escape somewhere from the skyscrapers, the traffic blocks, the sirens, he chose to come back

to this small town to work. (G.Greene) 8) He walked slowly and very independently, not to say insolently, the few steps over to the intersection. (J.Salinger) 9) To get back to the plot, I remember that while all three were staring at me and watching me cough, I glanced over at the tiny elderly man in black. (J.Salinger) 10) It almost broke her heart to see this tidy apartment. (N.Thayer) 11) He wondered whether Charley might possibly have married his housekeeper, that hawk-like woman. (G.Greene) 12) I opened my mouth automatically to deny that anything could be wrong, but somehow no words came. (M.Stewart) 13) Without light I am not only invisible, but formless as well; and to be unaware of one's form is to live to death. (R.Ellison) 14) He went back a step, as if to stand away from himself and get a better look at his shirt. (S.Bellow) 15) To have let her close to him, with her wide-open heart, would have been a betrayal of Susan. (D.Steel)

Exercise 11. Insert particle "to" before the infinitive where required.

1) It was vivid enough to express unlimited partisanship with all young people. (J.Salinger) 2) He could see Sarah ___run barefoot across the frosted ground in her nightgown. (C.Frazier) 3) Had it not been too dim, Inman would ___have read to pass the time until breakfast. (C.Frazier) 4) She had been taught to fear the Russians as a child; now she exulted in the progress the world seemed to have made. (N.Thayer) 5) Never by the smallest sign did he let me ___know who he was. (M.Stewart) 6) The only man who knew the truth was Toby, and for him to say it now would ___have made him ___look far worse than he wanted. (D.Steel) 7) It was not his limitation at all to be unable to escape the past. (D.Steel) 8) I hadn't heard the houseboy ___enter the parlor, and he must not ___have noticed me there. (P.Taylor)

Exercise 12. Identify the infinitive attributes.

1) A child is a guest in the house, to be loved and respected - never possessed, since he belongs to God. (J.Salinger) 2) He ought to have picked up a heavy stick, something to take a swipe at the dogs with. (R.Warren) 3) I had a sudden impulse to jump out of the car and break into a sprint, in any direction at all. (J.Salinger) 4) The happening was hard to describe, if not impossible. (S.Brown) 5) There were still another

hundred pages to come, though the story might well have ended there. (G.Greene) 6) He stopped the picture up and found an envelope to fit it. (M.Stewart) 7) Their intention to camp there for the night didn't surprise Inman. (C.Frazier) 8) She sat quickly, so fast in fact that Fitch didn't get the chance to offer her a chair. (J.Grisham)

Exercise 13. Point out the Objective-with-the-Infinitive and the Subjective Infinitive Constructions.

1) He seemed to be confused by this unaccustomed point of view in a patient. (M.Spark) 2) The jury appeared to have a strong sympathy bent to it. (J.Grisham) 3) Charley heard her introduce him several times. (G.Greene) 4) I had expected her to be startled when she saw I was white, but she wasn't. (P.Landers) 5) Doctor Plarr felt much the same astonishment when he saw a young girl emerge in a white dress from a waterless hovel of mud and tin. (G.Greene) 6) In some ways, her heartbreak over Tobias seemed to have caused her to soften. (D.Steel) 7) Doyle saw Loreen hand the note over, but he didn't see it originate from Nicholas. (J.Grisham) 8) He touched her eyes with the tips of two fingers as he had seen people do to the dead. (C.Frazier) 9) How they found the way in I don't know, his valet is supposed to have led them in. (M.Stewart) 10) One expected the apartments to be lettered A, B and C and to be reserved for different categories of criminal. (G.Greene)

Exercise 14. Point out the for-to-Infinitive Construction and state its function.

1) He looked out of the window and waited for the world to begin shaping up outside. (C.Frazier) 2) It is ridiculous for an actress to think of the public when there is a private tragedy. (M.Spark) 3) Maida opened the door just wide enough for me to enter, then closed it again quickly. (M.Spark) 4) I would not let myself reflect further on my feelings for my brother - my desire for him to strike me. (P.Taylor) 5) When he was wound up, it was nothing for him to talk for hours at a time. (J.Salinger) 6) It was good for the twins to be alone together again, and to talk, as they had before. (D.Steel) 7) There was nowhere else for it to stand in the library, except in the safety of one of the display tables. (M.Stewart) 8) A talented, artistic, determined woman, she had intended for her life to be as opulent and intricate as her jewelry. (N.Thayer)

...ercise 9. Define the function of the for-to-infinitive construc...
...at in the hall near the reception desk and ...motioned for him to ...
...ms then time. ...ildren.

Exercise 15. Analyse the Predicative Constructions.

1) Even with her eyes downcast, Sarah saw his black trousers and the gun at his hip. (L.Spencer) 2) George was relieved when the enquiries were over without the marriage to Matilda being disclosed. (M.Spark) 3) She watched them circle slowly around the floor in a slow, easy waltz and then was shocked a little while later to see them doing the brand-new fox-trot. (D.Steel) 4) She couldn't imagine herself marrying, let alone having a child. (D.Steel) 5) They were rumoured to be sleeping with each other again. (M.Spark) 6) She could imagine him drinking orange juice this morning and setting the glass there instead of on the floor. (N.Thayer) 7) I pour the red liquid over the white mound and watch it glisten and the vapor rise. (R.Ellison) 8) He had found him to be nothing but honest and very decent. (D.Steel) 9) The body proved to be that of a lorry driver employed at the Bergman orange-canning factory. (G.Greene) 10) She had feared his having an affair with someone spectacular, a princess or an opera singer. (M.Spark) 11) Old men, like dissident priests, were frequently known to marry their housekeepers. (G.Greene) 12) He was disciplined about the state of his body, faithfully keeping appointments to have his teeth cleaned and his blood pressure checked. (M.Stewart) 13) The police were mostly at the courthouse waiting for her to appear again there at four o'clock. (M.Spark) 14) Charley Fortnum noticed that he kept his right hand always concealed in his jeans. (N.Thayer) 15) In the old days of the farm's prosperity this had been the stackyard, with the row of stacks spaced beyond the big Dutch barn. (P.Taylor)

Exercise 16. Identify the participle, the gerund, the infinitive and the Predicative Constructions. State their syntactical functions.

1) The town itself looked like an extension of the deadfall, as if tumbled down the ravine by centuries of weather. (L.Spencer) 2) I looked up and tried to read my father's face, to see if he was angry about my being barefoot. (R.Warren) 3) I saw her scouring the pots in the yard and plodding about in her boots among the vegetables. (M.Spark) 4) Incensed by his cavalier attitude and his amused eyes, she removed her spectacles and rose to her feet. (L.Spencer) 5) The street was dark, and, stirred by the grace and beauty of the troubled girl, he seemed, in turning into it, to have come into the deepest part of some submerged memory. (J.Cheever) 6) Soon, though, the road was

such a cant that Monroe had to set the brake to keep the cabriolet from riding up over the horse's haunches. (C.Frazier) 7) She only knows there is a story about Frederick being chased in the church. (M.Spark) 8) Now he would no doubt be a peaceful permanency, keeping the whole parish supplied with seedlings grown in the Court gardens. (M.Stewart) 9) He agreed to take on all the duties of city marshal as prescribed by newly drafted ordinances. (L.Spencer) 10) Her husband, Jan Cloote, had long ago disappeared into the Transvaal, where he was understood to be living with a native woman. (M-Spark) 11) To begin with, it seemed like sharing dreams, or having an imaginary companion. (M.Stewart) 12) So far he was right, everything being drably right in the sphere of hypotheses, nothing being measureably wrong. (M.Spark) 13) Everyone in town was said to be talking about him after some recent liaison. (D.Steel) 14) The new people entered, the man taking off the scarf which he had hardly needed in the first place. (M.Spark) 15) At last they closed in, offering their hands to be shaken. (L.Spencer) 16) Inman's regiment had been casual about uniform, having agreed with their captain that nothing in the killing of Federals required an alteration of one's ordinary attire. (C.Frazier) 17) Looking up front, I saw attendants in white jackets rolling the portable ring away and placing a small rug in the vacant space surrounded by chairs. (P.Taylor) 18) The Judge was alone, robe off, coffee in hand, (J.Grisham) 19) The Vicar was in the orchard, spraying the apple-trees with fervour. (S.Brown) 20) Pretty girls were being violated all the time, everywhere, especially in the books of his contemporaries. (G.Greene) 21) Victoria had been amused to listen to them talking about some utterly scandalous man who had apparently made a vast fortune in somewhat speculative banking, and an even larger one by marrying an Astor. (D.Steel) 22) I had adored my tall cousin, so easily dominating the rest of us, but generous about allowing a small girl to tag along. (M.Stewart) 23)The rabbits in the orchard sat bolt upright to watch me, their fur outlined with light and their pricked ears as transparent as shells. (M. Stewart) 24) Without having to get up, I poured myself a drink, spilling any amount of liquid and ice cubes onto the table and the floor. (J.Salinger) 25) She was about to suggest telephoning to a restaurant to order a meal to be sent. (M.Spark) 26) I only persuaded my own publisher to take the novel

by promising that I would write a favourable criticism. (M.Spark) 27) The young Parr and his mother reached the river port at almost this hour of the evening, their departure having been delayed some hours. (N.Thayer) 28) There were sometimes lovers on the benches or tired women with shopping baskets, but never readers. (S.Brown) 29) He ought to have known it would be no more difficult than leading her to her cell. (M.Stewart) 30) He hid in the rocks and watched those people wring the necks of two of the chickens and pluck and gut them and put them on spits of green limbs above the fire. (C.Frazier)

Exercise 17. Translate into English using the non-finite forms of the verbs and predicative contsructions where possible.

I. Вчера было чрезвычайно холодно, и не было никакой возможности спокойно постоять на одном месте. 2. Он заявил о своем уходе из института — не вдаваясь в объяснения, не смущаясь всеобщим изумлением. 3. Закутанный в пальто и обвернутый одеялом, Плетнев старался отвлечься от боли. 4. Было слышно, как большая ночная рыба бьет хвостом по темной воде. 5. Поезд тронулся, и она скрылась, и больше мы ее два с половиной часа не видали. 6. Не случайна в нас, русских, привычка отсылать даже недавнее прошлое во владение некого царя Гороха. 7. Николаю нечего было рассказывать, потому что личной жизни у него не было. 8. Сарину теперь ничего не оставалось делать, как сидеть и ждать конца совещания. 9. Говорили, что он похож на Достоевского. Только ростом меньше. 10. Теперь, когда главное дело было закончено, четверо приятелей молча погрузились в собственные переживания. 11. Она слышала, как к ее ресницам подбирался сон, легкой песней уносивший ее в далекое детство. 12. Ему нелегко было обсуждать с Алексеем все более новые варианты постановки. 13. Такие лица легко запоминаются. Такие лица он помнил с детства. 14. Ее обязанность была каждый раз получать и отправлять почту. 15. Тяжелое дыхание солдат было слышно здесь на берегу. 16. Федор наклонился к моему уху так, будто намерен заглянуть в него. 17. Выросший, казалось бы, в некоем подобии дисциплины, он вовремя обедал, мыл руки, жил по распорядку дня. 18. По мере того, как солнце клонилось к заходу, на сердце у него становилось все беспокойнее. 19. Его место там, в мирной жизни, где он силен в

легкой, непринужденной беседе, в общении с женщинами. 20. Мария спроста никогда не заходит. На деревне она известна как разносчица новостей. 21. Вера Алексеевна находилась в поисках собеседника. 22. Выйдя на воздух, они сразу увидели деда: держа в руках старомодный зонт, он стоял у какой-то палатки. 23. Я хорошо помню, как в детстве мама говорила мне: «Не спи на спине, ты просто невыносимо храпишь.» 24. Я нервничал, мучился от ревности, от этого изменял ей, чтобы хоть как-то избавиться от эмоций. 25. Они оказались интересными собеседниками, рассказывали о себе, о своем доме, о родственниках.

ПРЕДИКАТИВНЫЕ КОНСТРУКЦИИ

Exercise 1. Insert the particle 'to' in objective predicative constructions with the infinitive where necessary.

1. The room made him ... feel embarrassed . 2. They want me ... run out. 3. When I heard him ... go downstairs I went down after him. 4. She could not bring herself ... tell him about the child. 5. Paul felt his heart ... melt. 6. At first he had believed them ... be married. 7. The colonel ordered everyone ... wear a gas mask. 8. My feelings as a father and a husband compel me ... ask you yet again whether you will not reconsider your decision. 9. I forced him ... eat, and after luncheon I induced him ... lie down, but he couldn't sleep. 10. I never knew him ... stand and ... look at that beautiful, calm face.

Exercise 2. Form objective predicative constructions with the infinitive out of the elements in brackets.

1. I don't wish (you, to understand) me. 2. When he came in he wanted to call you, but I persuaded (he, to wait) until morning. 3. I cannot allow (you, to throw) away an enormous property like this. 4. James must have been pressing (she, to go) back to him again, with public opinion and the law on his side, too! 5. Then she turned to the window and asked (me, to open) it. 6. Now, can I trouble (you, to come) in here? 7. I saw (my mother, to pause) and (to put) her hand to her forehead. 8. He controlled himself, and clenching his teeth, set (oneself, to read). 9. She laughed and I heard (she, to strike) a match. 10. The old Indian watching from his corner saw (his brother's face, to change). 11. Maybe I could get (he, to pay) her seventy-five a week.

Exercise 3. Recast the following sentences so as to use objective predicative constructions with Participle I.

1. I noticed that now his eyes were resting on me with a faint smile of amusement. 2. At the corner of the street I now saw that a small crowd was collecting, attracted by the fire. 3. So as I strode now along Bake street I felt that I was doing something useful. 4. Then Frank's eyes lit up, he saw that Martha was cutting a cake, cutting an enormous wedge of plum cake. 5. When I opened my eyes I saw the others were dozing so I sneaked out. 6. I noticed that Constance was sitting close against Freddy's chair, and that he broke across what he was saying. 7. I could see that Dave was still standing in the doorway. 8. I felt I

was getting hot under the collar, and all my romantic humour was gone. 9. When he got on the sand he saw that Arthur was looking at the boat. 10. He could see that a man was standing on the pavement, facing the swing doors. 11. When he opened the window he heard how the birds were singing in the garden. 12. In a minute or two I noticed that her eyes were stealthily peeping at me over the top of the book.

Exercise 4. Translate into English using objective predicative constructions.

1. Мы видели, что студенты разговаривали с деканом. 2. Я не хочу, чтобы вы приходили так рано. 3. Вы заметили, как она ушла? 4. Я ожидаю, что она вернётся около пяти. 5. Он не слышал, как его дочь вошла в комнату. 6. Вы слышали, как он говорит по-английски? 7. Его мать хочет, чтобы он стал врачом. 8. Я не спала и слышала, как она вышла из комнаты. 9. Я не могу понять, что заставило его отказаться от этой поездки. 10. Она не ожидала, что мы примем участие в этой конференции. 11. Я надеюсь, это заставит вас подумать, как найти выход из этой ситуации. 12. Она пропустила много занятий по болезни, но мы предполагаем, что она быстро нагонит группу. Все считают её умной и трудолюбивой. 13. Мы любим, когда он рассказывает интересные истории о своих путешествиях.

Exercise 5. Paraphrase the following using subjective predicative constructions with the infinitive.

Model: He was taken aback (to seem).
He seemed to be taken aback.

1. She is busy today (to seem). 2. The situation had changed a lot (to appear). 3. The Crimea was visited by numerous hikers last summer (to happen). 4. He lived with an uncle and aunt on the outskirts of a little Scottish town by the sea (to be known). 5. Nobody knew the way, so I had to return (to happen). 6. He got a scholarship to St. Scholastica (turn out). 7. His plan is rather unrealistic (to appear). 8. She wasn't properly dressed (to happen). 9. Amy Driffield would never speak to me again (unlikely). 10. He was in high spirits when he got out of the train (to seem).

Exercise 6. Recast the following sentences so as to use subjective predicative constructions with the infinitive.

1. It seems that he is not in the habit of coming in time. 2. They say that he is honest. 3. A group of people at the gangway saw that the boat came into harbour. 4. It appeared that he had done it well. 5. It was not likely that he was going to be drawn into an argument. 6. The man had read his papers, it seemed. 7. It is very unlikely they would allow her to see visitors at this time of night. 8. It was felt that she was perfectly capable of taking care of herself. 9. It is believed that his advice was ignored.10. It appeared that Betty was delighted. 11. It is pretty unlikely that they would approve of it. 12. It appears that they have some difficulties with the car.

Exercise 7. Complete the following so as to use subjective predicative constructions with the infinitive.

1. The girl seems... 2. The weather appears... 3. You are supposed ... 4. Our friends are sure... . 5. It is wonderful how everything seems... . 6. He said somebody was supposed... . 7. Everything that morning seemed... . 8. Several thousand people are expected... . 9. Your home during the last few years seems... . 10. I will not deny that several times I was tempted... . 11. None will accompany me, and I am forced... . 12. It's hard for us to understand how such a thing is permitted... .

Exercise 8. Translate into English using subjective predicative constructions.

1. Как оказалось, вечер прошёл успешно. 2. Говорят, что он живёт где-то на Крайнем Севере. 3. Считали, что она прекрасно играет в теннис. 4. Было известно, что он принимал участие в этой экспедиции. 5. Можно считать, что этот вопрос уже решён. 6. Вряд ли игра закончится вничью. 7. Она оказалась хорошим преподавателем. 8. Я уверена, что вам понравится этот спектакль. 9. Новая картина молодого художника, выставленная в музее, оказалась интересной. 10. Похоже на то, что она приняла его предложение. 11. Как оказалось, вопрос был не по существу. 12. Вероятно, вам придётся некоторое время подождать. 13. Я, кажется, знаю этого человека. В юности он был отличным бегуном, а теперь, говорят, он тренирует молодых спортсменов.

Exercise 9. Define the function of the for-to-infinitive construction

1. Theodora Goodman sat in the hall near the reception desk and waited for somebody to come. 2. My friend motioned for him to come in. 3. Well, seventy was the outside limit, it was then time, George said, for them to go and leave their money to their children. 4. ... in their shrill laughter he found a terrible dissonance that made him pray for the twilight to come. 5. "It's not for me to disagree there," said David, "but that's all quite beside the mark." 6. She waited for Violet to say something. 7. "When will you marry me?" "Are you ready for me to marry you?" 8. ...It was good experience for me to see it to its completed form. 9. "This question of company," he said, "is something for me to decide."

Exercise 10. Form for-to-infinitive constructions using the words in brackets in the appropriate form

1. Although it was a busy section, it would be hard for (I, to name) the business that comprised its activity. 2. I am going to ring the bell for (the visitors, to go). 3. ...it's a bit technical here and there for (I, to follow). 4. My friend motioned for (he, to come) in. 5. It is not necessary for (I, to explain) that we are twins. 6. Waiting for (the hymn, to stop) she watched the light blaze. 7. Theodora waited for (she, to go). 8. It was easy enough for (the drivers, to get) in that way. 9. It is so unusual for (a man, to bring) home a thing like this. 10. It's no easy thing for (I, to get hold) of it. 11. He didn't answer and I waited for (some act) that still had (to perform). 12. Often enough Theodora wondered whether it was time for (she, to go). 13. Now I longed for (they, to return) to me. 14. It would be fine for (her folks, to have her back home) after so much traveling around. 15. He listened to her with what looked like polite interest, putting in now and then a remark in a voice too low for (I, to catch).

Exercise 11. Translate into English using predicative constructions with the infinitive

1. Этот дом, вероятно, будет построен в следующем месяце. 2. Предполагается, что на собрании выступит декан факультета. 3. Её, кажется, очень хорошо обучили английскому языку. 4. Известно, что футбол-наиболее популярный вид спорта в Англии. 5. Известно, что Московский Университет был основан более 200 лет назад. 6. Она, наверное, напишет ему письмо. 7. Этот

роман, кажется, переведён с французского. 8. Маловероятно, что они смогут достать билеты на этот спектакль. 9. Я слышала, что они спорили в соседней комнате, но когда я вошла туда, они замолчали. 10. Вряд ли они знают мой адрес. Они случайно заходили ко мне как-то с моим братом. Что заставляет вас думать, что они знают мой адрес? 11. Он наблюдал, как они торопливо шли по мосту по направлению к почте. 12. Известно, что когда-то Британские острова были частью материка Европы. 13. Говорят, что они работают на Крайнем Севере с 1970 года.

Exercise 12. Form predicative constructions with the gerund out of the elements in brackets.

1. They might, she always felt, disapprove of (women, to smoke) in public halls. 2. I did ask her why she could not sleep and what kept (she, to think) so much as she listened to the nightingale. 3. "It's not much good (me, to spend) half an hour writing to your uncle if he changes his mind the next letter he gets from you," said the headmaster irritably. 4. Kate smiled at (Anthony, to shift) on his chair. 5. "I couldn't stop (she, to come here)." He spread his hands helplessly. 6. If you don't object to (me, to accompany) you as far as the door, sir...? 7. Louise did not mind staying there, although she was always glad to get away to a bath with hot water, and a meal without (dogs, to clamor) round the table. 8. No one would dream of (he, to be) so near at hand. 9. "You must not mind our (to be surprised)," she said. 11. After all I'm partly to blame for (you, to miss) the train so the least I can do is to help you out of a jam. 12. Naturally, I realize that this pleurisy will put her back a bit, but I suppose it won't prevent (she, to be) out by the end of October?

Exercise 13. Recast the following sentences so as to use predicative constructions with the gerund. Use prepositions where required.

1. Presently I became aware that someone was moving softly about this room. 2. I was about to suggest that you should lunch with me. 3. For my part I had never before suspected that Kate had a deep vein of superstition in her nature. 4. I cut short his lamentations, by suggesting that we should start for the camp at once. 5. I like you so much because you are such a good cook. 6. I boasted that my father was different; he would understand that I was an artist. 7. She took a

peculiar delight in the fact that he was Peter's son. 8. He felt proud of the fact that he had been able to win a woman whom everybody admired. 9. She gave no sign that she heard that he had slammed the door. 10. She insisted that he should drop his voice. 11. He was clever, no one had ever denied that he was clever.

Exercise 14. Translate into English using the gerund or predicative constructions with the gerund

1. Я не настаиваю на том, чтобы заняться этим вопросом немедленно. 2. Нельзя было не заметить ее радости. 3. Друзья начали расхваливать голос Хэриса, и в конце концов, он согласился спеть. 4. Все зависит от того, примете ли вы необходимые меры. 5. Он не мог уйти, не спросив разрешения. 6. Когда дядя Поджер принимался что-нибудь делать, он вовлекал в работу всю семью и все больше и больше волновался, но у него никогда не хватало духа самому что-либо делать. 7. Это очень разумный совет, им стоит воспользоваться. 8. Вместо того чтобы посылать ему телеграмму, я свяжусь с ним по телефону. 9. Никто не возражал против того, чтобы Франк представлял фирму на выставке. 10. Это выражение часто встречается, его стоит выучить.

Exercise 15. Define the type of the Participle in absolute constructions

1. We sat silent, *her eyes still levelled* at mine, but gradually becoming unfocused, as though looking past me, looking a great distance away. 2. The first thing I noticed was the lowness of all the doors and ceilings; I had to dip my head to step into the house. It was like *stooping* to look into a nest or cave. 3. She got up, *the clothes folded* over her arm. 4. At the time the quarrel looked like *going on* for ever. 5. She advanced two more strides and waited, *head half turned.* 6. To read his novels was like *swimming* in a lake so clear that you could see the bottom. 7. The president listened to her, standing at the fireplace, *head bowed,* motionless. 8. I had known that sooner or later I should become a writer. It gave me a kind of serenity; it was like *going* into a safe room. 9. Out in the open, crossing the path beside the Park, Douglas, *black hat pulled down,* gave a grin of surreptitious kindness. 10. Joel at hunched in a corner of the seat, *elbow propped* on window frame, *hin cupped* in hand, trying hard to keep awake. 11. It was politics he

could not resist; if it meant *making* speeches, well then, it meant making speeches. 12. Then, *arrangements made*, the apologies and thanks started over again.

Exercise 16. Recast the following sentences so as to use the nominative absolute participial construction.

1. When a fortnight of his notice to Mrs. Grant had expired Mike really began to worry. 2. The rain showed no sign of stopping, and at length with umbrellas and waterproofs they set out. 3. When the door bell rang, Lesley rose and left the room. 4. At last his preparations were complete – the flowers, the food, the wine upon the ice; his eyes surveyed the scene with shining intensity. 5. Now that the examination was so close at hand, a queer calmness had settled upon him. 6. His brain was inactive, almost dull. He felt that he knew nothing. 7. Now that the moment had come he found it difficult to speak. 8. After tea when all the lamps were lit, work went more briskly. 9. When I was finished assuming my best company manners, I turned to Mrs. Driffield.12. When Julia and Simmy had decided to try their luck in London, Jimmie Field had written to her asking her to do what she could for them. 13. When the massage was finished Evie brought Julia a cup of tea. 14. After she had gone he got to thinking the matter over.

Exercise 17. Recast the following sentences so as to use predicative constructions instead of subordinate clauses.

1.I tried the handle, and found that the door was unlocked. 2. Simon chose the law, because he felt that he was morally adapted for it. 3. They considered that the plan had been lost. 4. It could be considered that she was cured. 5. It seemed that she was greatly worried. 6. It appeared that Leila was calmed and delighted. 7. It turned out that the letter had been sighed and ready to be posted. 8. When we came up to the village we found that it had been burnt to the ground. 9. When I entered the room I found that she had been already dressed for the party. 10. His thoughts wandered and he found that his mind was filled with memories of the past. 11. I heard that his name had been mentioned several times luring the conversation.

REVISION

Exercise 1. Define the type of predicative constructions in the following sentences.

1.Tommy heard the sound of the key being turned in the lock. 2. I felt they expected me to say clever things, and I never could think of any till after the party was over. I tried to conceal my embarrassment by handing round cups of tea and rather ill-cut bread-and-butter. I wanted no one to take notice of me, so that I could observe these famous creatures at my ease and listen to the clever things they said. 3. We stood under a street light, reading the paper, waiting for Tom to come down from the park after taking Lydia home. 4. I want to be read and I think I am justified in doing what I can to make my book readable. 5. My uncle was sitting in a chair near the window. He seemed to be staring into space, his hands clenched nervously on the edge of the chair. 6. ...and he despised himself again because his heart had given such a jolt of relief when he saw her come in. 7. He had left his wife sitting on the sofa in the drawing-room, her hands crossed in her lap, waiting for him to go out. 8. For Tansy it was a dance that she was not likely to forget. 9. We found Mr. Brown awaiting us in the hall, and we all proceeded upstairs together, Frank marching ahead to show us the way. 10. When it was time for me to go I asked if I could see the rooms. 11. "And now," Mrs. Cary was saying, "I want you to go and see the lady who has the chrysanthemums." 12. When she opened her eyes, it was with a shock that she saw Nigel standing beside her. 13. She dosed, and so did not hear a man walking on bare feet along the beach. 14. Martin was supposed to be engaged to Christine Manners.15. She isn't likely to be your secretary much longer. 16. The gate had been kept unlocked for her. I opened it and let her through.

Exercise 2. Open the brackets using the appropriate form of the predicative construction.

1. She smiled broadly and waved her hand. She seemed (to recognize) me. 2. Even if he is out you needn't worry. He is sure (to leave) the key under the door-mat. 3. At that time I happened (to work) at my first novel. 4. You won't be likely (to miss) the train if

you start right away. 5. Don't cry! Everything is bound (to get) right between you. 6. She lost her head and seemed (to write) this book. 8. You needn't mention it again. He is not likely (to forget) it. 9. He is believed (to teach) by his father. 10. You needn't tell me this. I happen (to give) all the details by Mother. 11. She is expected (to operate) on today.12. Just look at his hands. He is sure (to work) in the garage.

Exercise 3. Choose between the infinitive, participial or gerundial predicative constructions.

1. 'My job is ... everyone alike, and be courteous, even when passengers are not,' said the stewardess. (to treat) 2. But the difficulty was ... an excuse for absence from home. (to find). 3. The place was cheerful and he felt relaxed. It was like ... warm in bed. (to be) 4. My idea was ... a fuller explanation of what they plan to discuss. (to demand) 5. All you can do is ... . (to obey) 6. His request meant ... further than I was prepared to go. (to go).7. The only thing to do was ... who she was. (to explain) 8. He didn't know what to talk to him about. It was like .. an unknown brother. (to meet) 9. All he wanted to do was ... and ... . (to sit, to dream) 10. To love John was like .. alive. (to burn) 11. The first objective was .. ourselves a suitable house to live in. (to find) 12. "To say that you are a fool is ... it very mildly", said Douglas. (to put) 13. All I wanted to do was ... the formalities short. (to cut) 14. The loss of his job meant ... poor again. (to be) 15. The best thing for you to do is ... the thought of her out of your mind. (to put).

Exercise 4. Name the predicative constructions.

1. She pushed her way on to the pier through the crowd and saw them on the deck below fastening their life-jackets, each man in yellow oilskins.
2. The storm lantern hung from a hook in the bulkhead, its light playing across the dark water.
3. The Tommis are hardly likely to expect a German U-boat to attempt to penetrate a major naval installation.
5. She was aware of Jean crying helplessly beside her, tears pouring down her cheeks.
6. He had a bad temper, one he could no longer keep wholly under control now that he was drinking so heavily and his writing was going so badly. "I heard her say she had forgotten something", Sister Kathe said vacantly.

7. "The Royal Naval officer in command at Mallaig asked me to deliver this telegram to him, sir, there being no telephone or telegraph service to the island at the moment."
8. In fact, it was painful for Chekhov to move: his legs ached continually and his insides hurt.
9. There was a total silence, the nuns staring at Sister Angela expectantly.
10. The Deutschland was lying over, almost on her beam ends, with her lee rail under and lower yardarm dipping into broken water.
11. Berger looked over the rail and saw Richter staunching blood with his handkerchief.
12. Reeve crouched against the quarter-deck of the Deutschland, his pocket telescope raised, and looked towards Fhada.
13. Weber leaned on the rail beside Kluth, smoking a pipe. Neither saw Lotte emerge from the companionway.
14. And then the boat seemed to be caught in a giant hand and pushed forward by a sudden fierce current.
15. He locked the automatic steering device in position and moved out, Janet leading the way.
16. "We should certainly pick up all the bad luck in the world with seven nuns sailing with us."
17. Gericke didn't appear to notice Janet, his head half-turned, laughing at something one of the guards had said.
18. "All right", Vaughan said. "You compel me to become unpleasant. You really leave me no other choice."
19. The young man felt his cheeks grow warm. It occurred to him, quite without his having thought it through, that he should perhaps suggest an alternative to breakfast in the garden.
20. He looked very peaceful lying there on his back, the blue eyes staring up into the dark sky.
21. Sometimes at night you could hear the fishing boats calling to each other far out to sea.
22. With the ship totally becalmed, there was little danger.
23. A conscientious woman, she then reproached herself for indulging in personal reminiscence when there was so much for her to admire on the walls of the gallery.
24. "I've seen them do this scene so often in the movies that I have the dialogue off by heart."

25. She could barely see the small silhouette of her son's head turned attentively toward Hallorann's big one.

26. At three bells of the afternoon watch with the Deutschland sinking beneath us, the sixteen survivors of her original complement were snatched from the Washington Reef by the lifeboat Morag Sinclair.

Exercise 5. State the syntactical function of the For-to-Infinitive Construction.

1. He waited for them to comply with his order and only sat down as the door clicked shut behind then.

2. It was impossible for her to stay in that cabin another minute. She needed air-clean salt air.

3. She was close enough for him to smell her perfume, she sat down beside him and took his pulse.

4. "So where will he go?" — "Not very far, I'm afraid, because there isn't anywhere for him to go."

5. She (the ship) was very near, moving on a course that would take her astern, close enough for Berger to see the men on the bridge clearly.

6. Lotte held out her hands for the young nurse to wipe away the blood.

7. He put down his pen and sat back, aware of the dull thumping of the pump. "Not good for her (the ship) to be taking so much water."

8. It was hard for her to wave down a carriage to take her to the hospital.

9. Necker's voice sounded faint, but clear enough for them all to sense the urgency.

10. Janet leaned against the bulkhead in the galley and smoked a cigarette, arms folded as she waited for the kettle to boil.

Exercise 6. State the syntactical function of the Gerundial Construction.

1. In those days, Jack's drinking had still been well in hand.

2. Even after a year of this kind of life she still thought in terms of Bertie's calling in, as sometimes he did.

3. But she always thought back to the early days, to her breathless welcoming of him in the evenings, her dashing to the kitchen to bring him a taste of something she'd prepared that afternoon for dinner, and to what he called her romancing.

4. Looking at her aunt now — with her imperial bearing — Rosa could not imagine anyone having the nerve to condescend to her, or worse, attempt to cheat her.

5. Pugh complained of Martin's snoring.

6. It has been years since Leroy has thought about the farmers, and they have disappeared without his noticing.

7. It seemed as if she could count on them both being there for hours.

8. "I think you are frightened of my turning up at your house and making a scene."

9. "In any case, it behoves lonely women to take on the burden of the world's drinking, I think." she said.

10. "I was not foolish enough," said Blanche mournfully. "I suppose that he got bored with my being sensible all the time."

11. She could not easily comprehend anyone getting married, now that she no longer was, but it was impossible for her to feel happy at the prospect of yet another poor black woman marrying God knows who and starting a family.

12. The competition at UNH had been fierce, and Jack carried an extra burden in his writing.

13. Wendy had a vision of the four of them being trapped between floors like flies in a bottle and found in the spring with little bits and pieces gone like the Donner Party.

Exercise 7. Distinguish between the Gerundial and Participial Constructions.

1. Berger was seated in a chair at a small table by the window, his head resting on his arms.

2. It was Jago who saw him first crossing the deck below, using the lifeline they had rigged.

3. Something had changed him. She didn't believe it was just her getting ready to ask for a divorce that had done it.

4. At the same moment, he noticed a huge sea coming aboard.

5. Necker stopped his pacing. "What are you talking about?"

6. He started to play "Lilli Marlene". "Is that any better?" — "Not really. Reminds me too much of the way the war is going, the British having taken that over too."

7. He lost his footing at one point, fetching up in the scuppers, but

braced himself hard against the rope.

8. Necker went into a corkscrew instantly, the reflex of several years of combat flying coming to his aid.

9. The small boy in the chair suddenly collapsed and lay in it at a crooked unnatural angle, his head thrown back, his eyes staring sightlessly at the high ballroom ceiling.

10. She couldn't remember Danny ever spitting a bottle back on Jack's shirt.

11. He was aware of Francis Patterson's face surfacing beside him, eyes closed, teeth bared.

12. And so Anna goes to shops as far as possible from John Street, and does most of her own selling.

13. He walked slowly between the mountains of paper, his mind alive and ticking over possibilities in a speedy way that was exhilarating.

14. Before the time came when Chekhov was no longer in her keeping she wanted to be alone with him for a while.

15. Janet was aware of Gericke clinging to the wheel with one hand, reaching out to her with the other, Murdock pulling himself up beside them.

Exercise 8. Define the kind of adverbial modifier expressed by the Participial Constructions.

1. There was a foot of water in the saloon, a sea having smashed the skylight and flooded in.

2. An escort of two armed trawlers raced out to meet them, signal lamps flashing.

3. The storm having abated a little, I was able to bring her (the ship) round and resume our original course.

4. "Can I get you a Scotch, Mister Macleod?" Jago asked, standing up. "Yes, a wee dram would go down just fine, you being the one with the influence to get it."

5. "We'll leave Stornoway at dawn tomorrow, weather permitting; and should arrive Fhada around noon."

6. She moved out with Reeve, Janet and Gericke following, Lachlan bringing up the rear.

7. At four bells in the morning watch, it being Sunday, Sister Angela held her usual early-morning service on deck in spite of the inclement weather.

8. A man in yellow lifejacket lay face-down on the shore twenty yards away, water slopping over him.

9. Janet Munro's travel voucher being marked top priority, the sleeping car steward served her first that morning.

10. Undoubtedly Captain Berger wished an early start for the return trip to Rio, where he is due in eight days from now, although it would not be uncommon for him to be perhaps one week overdue, the weather at this time of the year being so unpredictable. Time enough for any official enquiry needed to be made then.

Exercise 9. Translate the Subjective Infinitive Construction sentences into Russian.

1. Reeve carried a storm lantern, but it only seemed to accentuate the darkness.

2. He reached for the bottle, then sighed. "What a pity. We appear to have finished the last of the Schnapps."

3. "From what I hear, the Russians are more likely to get there before I do," Prager smiled gently.

4. He seemed to crackle with electricity, his face very white, his mad, dark eyes blazing.

5. He sent me a letter by hand, delivered by some young naval officer on leave. Lucky I happened to be in London today.

6. But the small hotel on the corner, which served as naval headquarters', still seemed to be intact.

7. "Can I keep the key?" — "Don't see why not", the guard said. "I've got a spare. I don't suppose you're likely to steal the mail."

8. He seemed to find difficulty in speaking, his mouth opening and closing as he gasped for air.

9. "Are they likely to be disturbed by our presence?" — "Very much so."

10. Lightning flickered overhead as the storm moved in so that the entire ship seemed to glow.

СОГЛАСОВАНИЕ ВРЕМЕН КОСВЕННАЯ РЕЧЬ

Exercise 1. Rewrite each sentence in direct speech, ending as shown.

a) Anna told us that she had finished.
"I've finished", Anna told us.

b) George said that he would be back.
.....George said.

c) Paul said that he wanted to make a phone call.
.....said Paul.

d) I said I had a fear of doctors.
.....I said

e) Professor Williams announced that he was going to postpone the examinations.
..... Professor Williams announced.

f) Rose grumbled that she was not partucularly satisfied with the photos.
..... Rose said.

e) It was such a beautiful day that one of the students suggested we should have a class outside.
..... Debbie suggested.

Exercise 2. Change the quoted speech to reported speech.

1. "My father is a businessman. My mother is an engineer".
He said that his father was a businessman and that his mother was an engineer.

2. "I'm excited about my new job. I've found a nice apartment".
I got a letter from my sister yesterday. She said.....

3. "I expect you to be in class every day. Unexcused absences may affect your grades".
Our sociology professor said.....

4. "Highway 66 will be closed for two months. Commuters should seek alternate routes".
The newspaper said.....

5. "Every obstacle is a stepping stone to success. You should view problems in your life as opportunities to prove your self.
My father often told me.....

6. "Timothy", a woman said. "This is the man who saved your life. Do you have something to say to him?"
The woman said..... She also asked the boy.....

7. "This isn't your wife you're talking about", Keller guessed.
Keller guessed.....

8. "I need to look particularly good this time. I've won a prize. A Translator's Medal. I have to make a speech. On television", said Lucian.
Lucian told us...

9. My wife asked him, "Are you a professor of archeology?"
My wife asked him...

10. "I think we should have a French lesson", he announced firmly.
He announced...

Exercise 3. Last week you had lunch with Rachel, a friend you hadn't seen for a long time. Look at the list of things she said to you, then tell another friend what she said. Use reported speech.

1. I am going to work in Spain next year.
1. Rachel said that she was going to work in Spain next year.
2. I work for a small publishing company.
3. I'm their marketing manager.
4. The company has opened an office in Barcelona.
5. It's been very successful.
6. I've been chosen to run a new office in Madrid.
7. I'm studying Spanish in the evenings.
8. I don't have much time to enjoy myself.
9. I haven't had lunch with a friend for ages.
10. I hope my friends will come and visit me in Madrid.
11. I went there last week with my secretary.
12. We didn't have much time for sightseeing.
13. I have to get back to work now.

Exercise 4. Complete each sentence, using SAY, TELL or SPEAK in an appropriate form.

1. Jim _____ me that he was playing in the school basketball team.
2. I_____ to Helen, and she ___ she would phone you.
3. "You're lucky"_____ Steve, "I ____ you that you would win".
4. A translator _____ the President what everyone was_____.

5. "Look", I _____. "Why don't you _____me what you mean?"

6. I_____ my teacher that I_____ Chinese, but she didn't believe me.

7. "Please, don't_____ anything during the test", our teacher ___ us.

Exercise 5. Most of the sentences contain one mistake. Correct it or write it right.

1. When I asked Joan about her work she said she had lost her job and is short of money.
2. Michael explained that he couldn't come to the party because he was working that evening.
3. We had a great evening with Janet. She was telling about her fascinating trip to Australia.
4. I'm sorry to bother you, but you did say to call if I was worried.
5. We were disappointed when the receptionist told that the hotel was fully booked that week.
6. The museum guard asked the visitor to not touch the exhibits.
7. The tour guide explained that the castle is only open on Tuesdays.
8. When he inquired whether I dined I asked him to serve with a sandwich in my room.
9. We looked back to see where are we and how far are we from the camp. We don't know, so we decided to turn back. We are afraid that we wander too far.
10. The country was prospering due to the fact it has become a leading producer of oil.

Exercise 6. Rewrite each sentence in reported speech beginning as shown. Use a verb from the list.

advise apologize offer promise congratulate suggest thank refuse wish ask

1. "I'll definitely be at your house before 8.00, Sue", said Mike.

Mike promised Sue that he would be at her place before 8.00.

2. "Please, show me the volume you are holding, Mr. Stevens", said Miss Kenton.
3. "I wouldn't eat too much if I were you, Dave", said Patsy.
4. "How about going for a walk?" said George.
5. "I'm terribly sorry for breaking the window", said Carol.

6. "Shall I do the washing up?" said Bill.
7. "Well done, you've passed your driving test", said Tina's mother.
8. "No, I won't go to the dentist's!" said Pat.
9. "Well, thank you very much", he said at length. "And have a nice day".

Exercise 7. Put in the correct forms and tenses of the numbered verbs.

BURNING THE CANDLES AT BOTH ENDS

The nurse asked me if I (be) (1)... next and led me into Dr. Grey's surgery. Dr. Grey smiled at me and asked (what the problem be) (2)..... "I am a young man and I am not the sort of person you have to see very often", I told her. "I (be) (3)..... feeling rather run down". She asked me if I (keep)(4) ..... regular hours and I said I (have not) (5).....

She wanted to know why I (not/keep)(6)..... regular hours and I said I (be)(7)... out with friends almost every evening. Dr. Grey then wanted to know how I (spend)(8)... my time, and I (tell)(9).... her I (go)(10).... to parties mostly. The doctor asked if I (not/have) (11)... the chance to recover during weekends and I (tell) (12)... her that my party-going (be) (13)... even worse during the weekends!

She asked me if I (smoke) (14).... When I said I did, she asked how many cigarettes a day I (smoke) (15) ..... She raised her eyebrows when I answered. Then she asked me if I (take) (16)... any exercise and I answered that I (not/have)(17)..... time for that sort of thing. "You're burning the candle at both ends, Mr. Finley", she told me. "Rest is the only cure for you. You've really got to slow down". She looked at me wistfully before I left her surgery and added, "But I do envy you the life you've been living!".

Exercise 8. Retell the following conversation in reported speech, making tense changes where necessary.

When I rang the bell a man in a white jacket opened the door. "Doctor Fischer?" I asked.

"What name?" he asked abruptly. I could tell he was English. "Mr. Jones". ..... An elderly woman with blue hair and a blue dress and lots of gold rings occupied one of the sofas.....

After a while the woman said in English with a faint American

accent, "He's such a busy man, isn't he? He has to keep even his friends waiting. I'm Mrs. Montgomery".

"My name is Jones", I said.

"I don't think I've seen you at one of his parties".

"No".

"Of course I sometimes miss one myself. One isn't always around. One can't be, can one? Not always."

"I suppose not".

"Of course you know Richard Deane".

"I've never met him but I've read about him in the newspapers."

She giggled. "You're a wicked one, I can tell that. You know General Krueger?"

"No".

"But you must know Mr. Kips?" she asked with what seemed like anxiety and incredulity.

"I've heard of him", I said. "He's a tax consultant, isn't he?"

"No, no. That's Monsieur Belmont. How strange that you don't know Mr. Kips."

I felt that some explanation was needed. I said, "I'm a friend of his daughter".

"But Mr. Kips isn't married".

"I meant Doctor Fischer's daughter."

"Oh," she said. "I've never met her. She's very retiring. She doesn't go to Doctor Fischer's parties. Such a pity. We'd like to know her better".

The man in the white jacket returned and said in what sounded to me a rather insolent tone, "Doctor Fischer has a bit of fever, ma'am, and he regrets that he can't receive you."

"Ask him if there's anything he needs — I'll go and get it at once. Some nice Muscat grapes?" "Doctor Fischer has Muscat grapes". "I only meant it as an example. Ask him if there is anything I can do for him, anything at al".

The front door bell rang and the servant, disdaining a reply, went to answer it.

(Graham Greene, "Doctor Fischer of Geneva or the Bomb Party").

Exercise 9. (oral-written)

Give a one-minute impromptu speech. Your groupmates will take notes, and then in a short paragraph, or orally, they will report what you said. Choose any topic that comes to mind (dogs, soccer, absenteeism, girls, etc.), or have your fellow students help select a topic.

Exercise 10. (home assignment)

Consider any of the following situations:

1. Think of a letter that you have received recently. Summarize some of the news or information in this letter.

2. Give a brief digest of the current (political, cultural, sports, etc.) events using reported speech.

3. Tell your groupmates about the interview (or: the program, talk show) with a celebrity you've recently watched on TV or read in a newspaper.

Make use of the following introductory words and phrases:

asked, said, answered, replied, retorted, stated, wondered, claimed, alleged, exclaimed, announced, explained, supposed, added, insisted, admitted, demanded, advised, recommended, remarked;

I cannot understand why...
I wasn't sure who(se)...
Noone knows who...
That (s)he.... surprised me.
What I want to know is why...
What (why, when,...)..... is not important.
They discussed the fact that..... etc.

KEYS

Exercise 4

1. told
2. spoke/ said
3. said/ told
4. told/ saying
5. said/ tell
6. told/ spoke
7. say/ told

Exercise 6.

2. Ms. Kenton asked Mr. Stevens to show her the volume he was holding.
3. Patsy advised Dave not to eat too much.
4. George suggested going for a walk.
5. Carol apologized for breaking the window.
6. Bill offered to do the washing up.
7. Tina's mother congratulated her on passing the driving test.
8. Pat refused to go to the dentist's.
9. He thanked everybody and wished them a nice day.

Exercise 7.

1. was
2. what the problem was
3. was/ had been
4. kept/ had kept/ had been keeping
5. hadn't / hadn't been
6. didn't keep/ hadn't kept/ hadn't been keeping
7. was/ had been
8. I spent/ had spent/ had been spending
9. told
10. went/ had gone/ had been going
11. didn't have/ hadn't had
12. told
13. was/ had been
14. smoked
15. smoked
16. took/ had taken/ had been taking
17. didn't have/ hadn't had

ПУНКТУАЦИЯ

COMMAS

Exercise 1. Supply commas where necessary.

1) Mary remained in the laundry for three years even taking pride in her work in starching and ironing removing stains by bleaching with the juice of lemons and in mending so that she became a useful though not excellent seamstress.

2) Make space in your life for a creative outlet whether it's dancing around the living room playing a musical instrument singing or doing watercolours.

3) AIDS is a difficult topic and teaching children about it requires more than just giving them information. Providing an open atmosphere being pleased to answer questions and being willing to help your child work through his or her apprehensions is also part of the task.

4) The ads make alcohol attractive by implying that consuming alcohol can make you popular attractive wealthy and very similar to the people depicted in these advertisements.

5) He wants to know for example why lemon grass works as an anti-spasmodic why rue can be used as an antibiotic against uterus infections and why a variety of mint mixed with honey eradicates amoebas.

6) Like a marriage a good friendship requires tolerance humour nurturing time and perspective.

7) As a consequence Mary lost her job though her mistress was careful to furnish her with a good reference.

8) However the dead cat's distraught owner red-eyed from weeping wouldn't countenance this suggestion and declared flatly that her darling had been brutally murdered.

9) Besides the laundry was the warmest place in the big cold house and like most children from the rookeries she suffered greatly from chilblains.

10) Furthermore her abacus was the cause of much hilarity among the prospective clerks.

11) Moreover she should attempt to do so with the help of a foreign and heathern contraption made of wool wire and beads.

12) Whereupon to Mary's astonishment he pushed his chair violently backwards.

13) Temper and charm it was these two contradictions in Mary's personality which were the cause of constant problems in her life.

14) As an infant the bright red and black beads had enchanted Mary and by the age of six she had grasped the true purpose of the colourful grid of wooden counters.

15) Added to this indignity God had clearly indicated in his holy scriptures that those of her sex were not possessed of brain sufficient to work with numbers and her ability to do so just as clearly indicated a madness within her.

16) With no further evidence to go on Mr Bishop terminated the proceedings.

17) Huddled at the entrance of the gate and near frozen Mary was thankful that her presence would be concealed by the thick fog.

18) Her moment came one morning at Shepherd Market in nearby Mayfair where she had been sent by Mrs Hodge to purchase the master's luncheon sole Billingsgate being too far to walk and the coachman out with the mistress of the house all morning.

19) On his head he wore a beaver-napped top hat that looked to be in excellent order its nap neatly brushed and shining.

20) Then he looked up his expression stern and businesslike shaking a fat finger with a large gold ring directly at her as in admonition.

21) The monkey chant as it became known grew increasingly threatening in tone and it took the utmost stubbornness and will for Mary to present herself at an advertised location for a job interview.

22) Why she now asked herself had she not simply told him the circumstances of her life?

23) But Mary who had never been afraid of work discovered that if she worked hard she had time for reading and for practising her handwriting.

24) Mary who stood close enough to see clearly observed a small very fat man alight.

25) Mary who had long since given up any thought of God would later in her life ponder on whether it had been divine guidance which had taken her to Mr Goldstein's gatekeeper.

26) Her father Johannes Klerk a name he'd amended simply to John Klerk when he'd come to England had wanted Mary to be a boy and so instead of the art of silkweaving as would have been the expected thing for a girl child to do he had taught her the ways of figuring on an abacus.

27) Mary a product of the Spitalfields rookery wasn't easily given over to panic.

28) But one day the old girl accused her of poisoning the cat an aged tabby named Waterloo Smith.

29) Removing it from her basket she removed the wrapping to reveal the book «Gulliver's Travels» quite her favourite.

30) The property belonged to Silas Browne Esq. outwardly a respected horse dealer but to those in the know one of the greatest forgers of soft in the land.

31) Queen Elizabeth II a very popular monarch celebrated her Silver Jubilee in 1977.

32) Mrs Solomons I'm sure you are aware that a wife cannot testify against her husband.

33) You understand what I'm saying don't you my dear?

34) Now you will not mention this unfortunate incident at your next position will you?

35) I'm grateful we've reached common ground at last madam.

36) You didn't wear that to that party did you?

37) Mary should have immediately panicked at Nanny Smith's words for this time she was in no position to negotiate.

38) Mary had been in the protected environment of a domestic servant in a big house from the age of eleven so by the age of twenty she had all but buried the turmoil of her younger years.

39) The fog had cleared a little though it was still not possible to see beyond a few feet.

40) She need not have feared for had she whispered the answers in a voice most demure and modest she would have upset Ikey no less.

41) Not only because he was exceedingly mean but also because it involved the idea that he was pleased with her progress or even that he admitted to himself that Mary had become indispensable for his well being.

42) Not only is fatigue a stressor in itself but all stress looms larger when you are exhausted.

43) She knew that should she attempt to escape she would be cut.

44) When Mary was eleven she was entered into domestic service by her father her consumptive mother having died two years previously.

13) Temper and charm it was these two contradictions in Mary's personality which were the cause of constant problems in her life.

14) As an infant the bright red and black beads had enchanted Mary and by the age of six she had grasped the true purpose of the colourful grid of wooden counters.

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42) Not only is fatigue a stressor in itself but all stress looms larger when you are exhausted.

43) She knew that should she attempt to escape she would be cut.

44) When Mary was eleven she was entered into domestic service by her father her consumptive mother having died two years previously.

45) Whether you've had heart surgery or a bad day at the office some soothing sounds may help.

46) You'd better give up going to the cinema if you seriously want to save money.

47) He was very excited when he got on the plane.

COLON

Exercise 2. Place colons or commas where they are required and explain their use.

1) I AM is followed by the question tag AREN'T I? For example, I am lucky, aren't I? 2) At Livingston College I figured I was just a regular first-year student I ate in Tillett lived in the dorm and went to classes.

2) Smoking pot causes changes in perception memory and thought Coordination — Your reaction time slows.

Perception — Your sense of time will be distorted.

Cognition — You were just introduced to your roommate's sister. Do you remember her name? Chances are if you were high you wouldn't be able to remember what you heard within the past 20 seconds or so.

3) We see and hear the warnings everywhere — on billboards, on TV and on the packages themselves Cigarettes are a threat to health.

4) Your equipment should include the following a pen, paper and a dictionary.

5) Here are some ways to help you worry efficiently

1. Tackle worries you can do something about.
2. Discard worries you can do nothing about.
3. Look for the roots of your worry.
4. Pretend you are not worried.
5. Relax your worries away.

6) To all appearances these aforementioned fellow passengers looked innocent enough the ginger-bearded horse dealer and his shaggy one-eyed dog the two long-faced clerical types in dark cloth only the colour of their waistcoats telling them apart and monstrously fat woman in widow's weeds.

Exercise 3. Use commas or colons where necessary.

A word processor is a computer designed to make it quick and easy to produce a text. It takes a little time to learn to use a word processor but here are the main steps first you use a keyboard to type in the words and these appear on the screen (a «monitor»). Next you can edit your text to get rid of mistakes and make changes. With an ordinary typewriter this would mean a lot of re-typing but with a word processor you can do it electronically before printing. For example a word or a phrase can be removed and the word processor will automatically close up the space left. Finally when you are satisfied with your work you print out the finished text using a separate printer. You can also store your text on a disk for future use.

SEMICOLON

Exercise 4. Use semicolons or commas where necessary.

1) There is not a single benefit to be derived from smoking it's neither sexy nor sophisticated it will eventually kill you one way or another and it's never too late to quit.

2) The most common excuses I hear — especially from women smokers — are that if they stop they will surely gain weight that women aren't as vulnerable to the perils of tobacco as men and that they are at less risk when they smoke filtered brands.

3) Inhale slowly through your nose letting your stomach expand with air exhale forcefully through your mouth.

4) We were disappointed to find him out however he came before we could decide whether to wait for him or not.

5) Halloween isn't a legal holiday it is however a favourite holiday of children.

6) Jonathan Swift published Gulliver's Travels in a somewhat mysterious manner he realized that political satire in the story could provoke resentment against him.

7) The sun burned my face sweat ran off my forehead into my eyes and stuck my shirt to my body big black tse tse flies stung me through my clothes and mosquitoes flew into my mouth when I breathed. To remain stationary in this place was suicide anyway to sit around waiting for Mat to help was more than my feminist pride could take.

8) Shabby scruffy clothes will affect people's attitude to you if you look respectable you will usually be treated with respect.

9) It carried aboard Ikey's consignments of stolen jewellery to be reworked in Amsterdam and Antwerp parcels of Bank of England notes in every denomination to be laundered in Hamburg and Prague banks silver and gold bound for Bohemia and Poland to be sold or melted down in the shops and workshops of various foreign Jews.

HYPHEN

Exercise 5. Hyphenate the words in the sentences and explain the use of hyphens.

1) She soon found herself at odds with the family nanny, a middle aged lady of imperious manner known as Nanny Smith.

2) For the remainder of her life, whenever Mary looked down upon her scarred hands, she would hear the monkey chant and see the dark shape of hate in the swirling, sulphur coloured fog around her, on a day which had promised, upon leaving fat Mr Goldstein with his perambulating, merry go round chair, to be the happiest of her twenty one years.

3) Mr Goldstein in his coat and top hat suddenly stood bottle shaped beside the gatekeeper.

4) Ikey scrambled hurriedly to his feet, sniffing and sobbing, snot nosed and flushed with fright.

5) Bob was as reliable as a newly minted sovereign.

6) Ikey was not given to self recrimination but now he castigated himself for the fool he had been.

7) But such is the regard of the English for property, that he was in truth paying his respects to the imposing three storey residence and the expensive furnishings.

8) It was a trick she had been taught by her coachman father as a child and was a well known signal to any children in the neighbourhood.

9) She had endured one six year period with almost no means when Ikey had been imprisoned.

10) Shakespeare was born in Stratford on Avon.

11) She had come from poor stock, an ex Drury Lane actress who had married the elderly and heirless duke and given him two sons...

12) About two thirds of the land in Australia is desert or semi desert.

13) The ever energetic Doyle, meanwhile, found plenty to do, including writing, photography and tobogganing.

14) Can you reduce any of these risks by choosing filtered or low tar and nicotine brands of cigarettes?

CAPITALS

Exercise 6. Capitalize the words where necessary.

1) the hullabaloo which the capture of a notorious international forger would make in both the times and the penny papers would be sufficient initial glory for the bank.

2) should she be arrested, convicted in due course and, as was most likely, transported to new south wales, he would pay for her continued good treatment in a prison.

3) late that afternoon, as ikey's coach was rumbling across the countryside, a meeting took place at the bank of england on threadneedle street between its directors and various officers and in the presence of the upper marshal of the city of london.

4) there was already a great deal of speculation about the formation of a metropolitan police force to replace the corrupt and inadequate magistrates runners and sir jasper could see himself as the head of such a body, a position which must inevitably lead to a peerage and a seat in the house of lords.

5) a deaf mute who purports to write only in the french language was, at best, a dubious witness.

6) hannah would have liked to go to australia where john and moses, their two oldest sons, had been sent, well capitalized, to establish themselves in respectable vocations in sydney town.

7) she was to present herself at the blue wren coffee house in haymarket on the following day, at precisely 2 o'clock.

8) i haven't told you where we're going this summer, have i? well, we've decided to go to nepal in july.

9) ken read an article about it in a sunday newspaper, you see. and he was so enthusiastic that i said why don't we go?

10) ok ted. see you at christmas.

APOSTROPHE

Exercise 7. Place the apostrophe where it is necessary.

1) Well be flying to Kathmandu and then touring the East of the country.

2) Itll be a chance to see Mount Everest although we certainly wont climbing it!

3) At seven oclock precisely that evening Mary tapped on the door of Ikeys Whitechapel home.

4) It was in books that Mary discovered a world beyond any of her possible imaginings, Defoes Robinson Crusoe and Jonathan Swifts Gullivers Travels which she especially liked and read many times, quoting often from it to Mr Bishop; Thackeray, Macaulay, an excellent English translation of Cervantes wonderously mad Don Quixote, Jane Austen and Fanny Burney.

5) Sydneys biggest advantage is its superb setting on one of the most beautiful harbours in the world.

6) I was very interested in your advertisement in todays edition of the Evening Post and I should like to apply to be a member of the Amazon Expedition team.

7) Recently Ive been doing a bit of hitch-hiking round Europe so Ive had some experience of travelling the hard way which should come in handy on the expedition youre planning.

8) These are these students books, arent they?

9) During the 1980s, we became aware of a new and devastating epidemic.

DASH

Exercise 8. Place a dash where it is required.

1) Australia is a federal state and, like the United States of America, it has a separate capital city Canberra which isn't in any of the states themselves.

2) The children four still live at home are expected to help with household chores.

3) ARC is characterized by swollen glands, diarrhea, night sweats, fever, and fatigue symptoms which persist in spite of medication.

4) Remember to exercise even just a brisk walk is a tranquilliser.

5) When you are in a jam friends also can provide material aid from baby-sitting to shelter.

6) In addition to good health habits no smoking, low fat diets, moderate exercise they all treated any stress or threat as a challenge rather than a negative event.

7) Being able to laugh at yourself as opposed to ridiculing other people is very health enhancing.

8) Having supporters a loving family, good friends can make a real difference in your health.

9) Essential to the medicine which Dr Carriconde believes is being developed in different countries, including America is that the doctor stops posturing as a provider of health and encourages people to become active in securing their own health and to understand the nature, cures and causes of disease.

BRACKETS

Exercise 9. Supply brackets where they are neeeded.

1) It's the people who make Sydney a city and Sydney-siders as they're called are some of the friendliest and most welcoming people I know.

2) AIDS Acquired Immune Deficiency Syndrome is caused by a virus passed from person to person in blood, semen, and vaginal secretion.

3) The Commonwealth of Australia consists of 6 states Western Australia, Queensland, South Australia, New South Wales, Victoria and Tasmania and 2 territories the Northern Territory and the Canberra Capital Territory.

4) Practice self-care basics and build your stress resistance by exercising regularly see box, "5 Ways to Boost Your Fitness", eating nutritious food see box, "10 Things Every Woman Should Know about Nutrition", and getting enough sleep.

5) An important study at the University of New Mexico School Of Medicine analyzed the exhalation of 300 smokers of filtered and nonfiltered brands and found no difference in carbon monoxide and cotinine a nicotine derivative.

6) The American Music Therapy Association AMTA now has 5000 members.

7) If you think that you or your family member could benefit from music therapy, call AMTA at 301–589–3300, or visit the organization's Web site www.namt.com.

CONVERSATION

Exercise 10. Use the correct punctuation marks in the sentences with direct speech.

1) Mrs Richards said I told him to tidy his room and when he refused I said he might as well sleep in the shed. So he said he would.

2) What's up? he yelled, from the other side. I'm not riding over that thing. If I slip, I'll be in there with that cow! There's nothing to it. I just did it, didn't I? You are stronger, and taller. My feet don't touch the ground. You do it for me!

3) He was wearing a brown cloak and hood said David. He was Algerian and couldn't speak a word of English, but he took control of the situation immediately.

4) All I could feel was a terrible burning sensation in my fingers said Rick.

5) We have nothing but praise for them he said. It was a tremendous example of alertness.

QUOTATION MARKS

Exercise 11. Supply quotation marks where necessary.

1) My name is Klerk, spelt with a K, it's a Dutch name, my father was a Dutchman.

2) So, madam, you are the spouse of the notorious criminal, Ikey Solomons? Solomon, sir, it doesn't have an s, Hannah corrected him.

3) The single word City followed by the three others Bank of England had struck terror into her heart, for they told her all she needed to know.

4) Perhaps it was the words pay and very handsome price that Hannah's ears picked up.

Exercise 12. Punctuate the following sentences and use capitals where necessary.

1. which of jane austens novels do you prefer inquired miss james pride and prejudice or sense and sensibility
2. dont you think asked John that we might go for a cycle ride into the country on Saturday if it is fine we could set off from euston station about ten oclock and take some sandwiches with us for lunch and then get back in time for tea
3. will you please close the window he asked looking at margaret
4. after gazing at the picture for some while the young lady remarked i wonder what is it meant to represent
5. he saw the advertisement in morning star on tuesday december 5
6. have you ever read gullivers travels by jonathan swift

7. what a pity you cannot go to the party held in leningrad on wednesday new years eve said helen
8. who wrote the line i wandered lonely as a cloud she asked is it a well-known poet
9. have you all finished the exercise inquired the teacher if you have we will correct it
10. on the label was written glass handle with care
11. hearing a knock at the door george put down the copy of punch he was reading and shouted come in
12. the adventures of sherlock holmes is the title of a well known book by conan doyle
13. be careful when you cross the road her mother warned her for it is very busy at this time of day especially gorky street
14. take the first turning to the left said the policeman in answer to the strangers question
15. the forsyte saga is a trilogy about the forsyte family and includes three books the man of property in chancery and to let the forsyte saga is itself part of a trilogy about the forsytes and the cherwells described in the end of the chapter
16. the following newspapers and magazines are published in great britain the times the daily telegraph the news chronicle morning star daily mail punch and others
17. the commonest wild english flowers are the daisy the buttercup the dandelion the primrose and the poppy

Exercise 13. Read the following text and say what is the author's opinion about different marks of punctuation.

NOTES ON PUNCTUATION

There are no precise rules about punctuation (Fowler lays out some general advice (as best he can under complex circumstances of English prose (he points out, for example, that we possess only four stops (the comma, the semicolon, the colon and the period (the question mark and exclamation point are not, strictly speaking, stops; they are indicators of tone (oddly enough, the Greeks employed the semicolon for their question mark (it produces a strange sensation to read a Greek sentence with a straightforward question: Why weepest though; (which are surely a kind of punctuation making the whole matter much more complicated by having to count up the left-handed parenthesis in order

to be sure of closing with the right number (but if the parenthesis were left out, with nothing to work with but the stops, we would have considerably more flexibility in the deploying of layers of meaning than if we tried to separate all the clauses by physical barriers (and in the latter case, while we might have more precision and exactitude for our meaning, we would lose the essential flavor of language, which is its wonderful ambiguity))))))))))).

The commas are the most useful and usable of all stops. It is highly important to put them in place as you go along. If you try to come back after doing a paragraph and stick them in various spots that tempt you you will discover that they tend to swarm like minnows into all sorts of crevices whose existence you hadn't realized and before you know it the whole long sentence becomes immobilized and lashed up squirming in commas. Better to use them sparingly, and with affection, precisely when the need for each once arises, nicely, by itself.

I have grown fond of semicolons in recent years. The semicolon tells you that there is still some question about the preceding full sentence; something needs to be added; it reminds you sometimes of the Greek usage. It is almost always a greater pleasure to come across a semicolon than a period. The period tells you that that is that; if you didn't get all the meaning you wanted or expected, anyway you got all the writer intended to parcel out and now you have to move along. But with a semicolon there you get a pleasant little feeling of expectancy; there is more to come; read on; it will get clearer.

Colons are a lot less attractive, for several reasons: firstly, they give you the feeling of being rather ordered around, or at least having your nose pointed in a direction you might not be inclined to take if left to yourself, and, secondly, you suspect you're in for one of those sentences that will be labeling the points to be made: firstly, secondly, and so forth, with the implication that you haven't sense enough to keep track of a sequence of notions without having them numbered. Also, many writers use this system loosely and incompletely, staring out with number one and number two as though counting off on their fingers but then going on and on without the succession of labels you've been led to expect, leaving you floundering about searching for the ninethly or seventeenthly that ought to be there but isn't.

Exclamation points are the most irritating of all. Look! they say, look at what I just said! How amazing is my thought! It is like being forced to watch someone else's small child jumping up and down crazily in the center of the living room shouting to attract attention. If a sentence really has something of importance to say, something quite remarkable, it doesn't need a mark to point it out. And if it is really, after all, a banal sentence needing more sting, the exclamation point simply emphasizes its banality!

Quotation marks would be used honestly and sparingly, when there is a genuine quotation at hand, and it is necessary to be very rigorous about the words enclosed by the marks. If something is to be quoted, the exact words must be used. If part of it must be left out because of space limitations, it is good manners to insert three dots to indicate the omission, but it is unethical to do this if it means connecting two thoughts which the original author did not intend to have tied together. Above all, quotation marks should not be used for ideas you'd like to disown, things in the air so to speak. Nor should they be put in place around cliches; if you want to use a cliche you must take full responsibility for it yourself.

The dash is a handy device, informal and essentially playful, telling you that you're about to take off on a different track but still in some way connected with the present course — only you have to remember that the dash is there, and either put a second dash at the end of the notion to let the reader know that he's back on course, or else end the sentence, as here, with a period. (L.Thomas. *Notes on Punctuation).*

ВМЕСТО ЗАКЛЮЧЕНИЯ

Наше пособие завершается маленьким отрывком (точнее, предисловием) из прекрасного учебника, изданного в США и носящего символическое название «Грамматика для взрослых»[1]. Я не оговорился — это именно предисловие, хотя, в данном случае оно служит заключением. Сделано это по ряду причин: во-первых, те, кто прочтут наше пособие до конца, могут считать себя взрослыми — по крайней мере, взрослыми в плане знания основ английской грамматики и могут с чистой совестью приступать к чтению книжки «только для взрослых». Во-вторых, читатели сами смогут убедиться в том, что идеи автора Val Dumond действительно носят характер подведения итогов, что избавляет нас от необходимости придумывать еще какое-то заключение. И в-третьих, эта часть—единственная часть в пособии, написанная, в нарушение наших собственных правил, полностью по-английски. Сделано это с умыслом: те, кто прочтут нашу работу до конца, должны повысить уровень владения языком настолько, что смогут не просто прочитать это приводимое предисловие в оригинале, но и оценить всю прелесть стиля и юмора его автора.

INTRODUCTION
to
GRAMMAR FOR GROWNUPS

Wouldn't our communication lives be simplified if there were a single authority, a Chief of Grammar, a National Grammar Archive, a single set of rules to dictate how our language is spoken or written? If there were such a ruling body we surely would have unearthed it by now.

[1] Val.Dumond. *Grammar for Grownups.* HarperCollins, NY, 1993.

При чтении этого предисловия необходимо иметь в виду, что автор обращается к американской аудитории и поэтому упоминает американский вариант английского языка. Это вовсе не означает, что к британскому — или к какому-либо иному — варианту английского, да и не только английского, языка сказанное не относится.

There isn't.

There are no 21 Rules of Grammar as there are Ten Commandments, the Bill of Rights, the Magna Carta, and the Constitution.

Do you want to know why? Because nobody knows all the rules.

Yes! It's true. Nowhere is there a set of grammar rules because everyone cannot agree on what the rules are.

Yes, experts and specialists abound. Many have tried to put down all the rules in one place, end to end, but managed only to dredge up controversy among the other experts. Difficult as it may be to believe, grammar specialists differ — a lot!

The reason for this discord in the ranks of grammarians is that the American English language comes to us through evolution, not creation. The language has evolved from the generation before us, and the generation before them, and for generations back to the roots of civilization and the first spoken word (which must have been *don't*). It is still evolving.

The American language comes to us from every other language in the world and is inserted, squeezed, pushed, dropped, finagled or pounded into common usage. *Common usage* means *the way people use it every day.* Unlike Latin or Greek, our language comes to us a la carte, not as a structured, organized convention.

Therefore, how could there possibly be one set of rules?

There can't. Of course, some basics are generally recognized. These help make the language inter-usable as a means of communication. However, there are many gray areas.

Because:

few specialists agree among themselves,

language constantly changes,

different groups use their own adaptations of the language,

communication needs (goals, objectives, strategies) vary accordingly.

Who can say what is right or wrong, what is correct or incorrect?

The language of the professional grammarian — found in the departments of English and other languages at universities and colleges — offers all kinds of answers about what is right and wrong. It is as difficult to find agreement among them as it is to find agreement

among sports fans as to the most valuable player, the leading team, or the best game.

Grammar is not a dead set of rules to be endured. Grammar is alive, changing, controversial. Grammar requires attention and energy to catch hold of it. In return for using it well, writers find they are better understood in less time with less need for clarification.

In my first class of college freshman English a tuned-in professor assigned us to listen to the ways people talk informally — at homes, in stores, in restaurants, over meals or coffee, at rest, at play, in class, or even sitting on the lawn — wherever people used words to communicate. We were to bring examples of *speech* back to class. I've been carrying that assignment ever since.

The first thing I learned is that people don't talk grammar. They don't talk language. They don't even talk words. They talk ideas.

Another thing I learned is that what was taught back in grade school had little to do with the way our language is used, although it was a good start for a complex subject.

Many years later while teaching basic grammar to college students I learned the most important lesson. In reviewing all those grade school rules I found I had been using most of that stuff for years without knowing why. By refreshing the basics in preparation for teaching that class, I refreshed my own sense of language, with the results that my command of words has improved. Now, when I hesitate — *Do I use a comma here? Do I use a plural or singular? Which verb tense is appropriate? How is this word spelled?* — now I have the guidelines I need.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

Наше пособие не было бы настоящим учебником по грамматике, если бы оно не заканчивалось так, как полагается заканчиваться каждому уважаемому пособию — списком рекомендуемой литературы. Но и в этой, традиционной части, будут свои отличия: список представляет собой не просто сухой перечень учебников, а краткую характеристику каждого из указанных пособий. Обратите внимание на то, что учебники расположены не по алфавиту, а по значимости.

1. A.J.Thomson, A.V.Martinet. *A Practical English Grammar. 4th edition* // Oxford University Press, 1993.

Этот учебник является стандартной практической грамматикой английского языка, рассчитанной для студентов. Положительные стороны грамматики — четкое проведение различий между разговорной и литературной нормой, прекрасный иллюстративный материал, взятый из современного языка, простой и ясный стиль изложения, что немаловажно для изучающих английский как иностранный. Для многих будет удивительным тот факт, что используемая в грамматике терминология (названия грамматических категорий и пр.) практически не отличается от принятой в отечественных учебниках и пособиях, чего нельзя сказать о подавляющем большинстве зарубежных изданий. Само же издательство, очевидно, в рекомендациях не нуждается — все, что выпускает Oxford University Press, всегда только самого высокого класса. К учебнику изданы сборники упражнений: *A Practical English Grammar. Exercises 1 and 2; A Practical English Grammar. Structure Drills 1 and 2 (plus cassettes).*

2. R.A.Close. *A Reference Grammar of English (Справочник по грамматике для изучающих английский язык: Пособие для учителя). // М.: Просвещение, 1979.*

Как видно из названия, это пособие является именно справочником по английской грамматике, автор которого более сорока лет преподавал английский язык в разных странах мира. Соответственно, особое внимание уделяется рассмотрению тех грамматических трудностей, которые встречаются при изучении английского языка как иностранного. В книге прекрасный предметный указатель, что позволяет быстро найти справку по интересующему читателя грамматическому явлению.

3. C.E. Eckersley, M.Macaulay. *Brighter Grammar* (Живая грамматика).// М.: Международные отношения, 1992.

По этой книге училось не одно поколение детей и взрослых, что доказывается ее неоднократным переизданием начиная с 1953 года. Своей книгой авторы блестяще опровергают расхожее мнение о том, что грамматика — это что-то трудное, скучное и неинтересное. Книга настолько увлекательно написана, что будет интересна и полезна не только детям и учителям (для которых она в первую очередь и создавалась), но и всем изучающим английский язык, включая, разумеется, студентов. Кроме всего прочего, она является великолепным образцом решения поставленных методических задач.

4. M.Rinvolucri. Grammar Games.// Cambridge University Press, 1991.

«Грамматические игры» — это совершенно уникальная книга, представляющая собой сборник языковых игр, каждая их которых посвящена тому или иному грамматическому явлению, начиная с самых простых — например, образования форм прошедшего времени, и кончая достаточно сложными заданиями, требующими серьезной подготовки. Книга рассчитана на студентов, изучающих английский язык. Большая часть игровых заданий применима на младших курсах и в старших классах средней школы.

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